



REPLICATING JOBS IN BUSINESS & INDUSTRY
FOR PERSONS WITH DISABILITIES

Volume 2



Vocational Studies Center

School of Education • University of Wisconsin-Madison

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VOLUME TWO

**Replicating Jobs In Business and Industry
for Persons with Disabilities**

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School of Education
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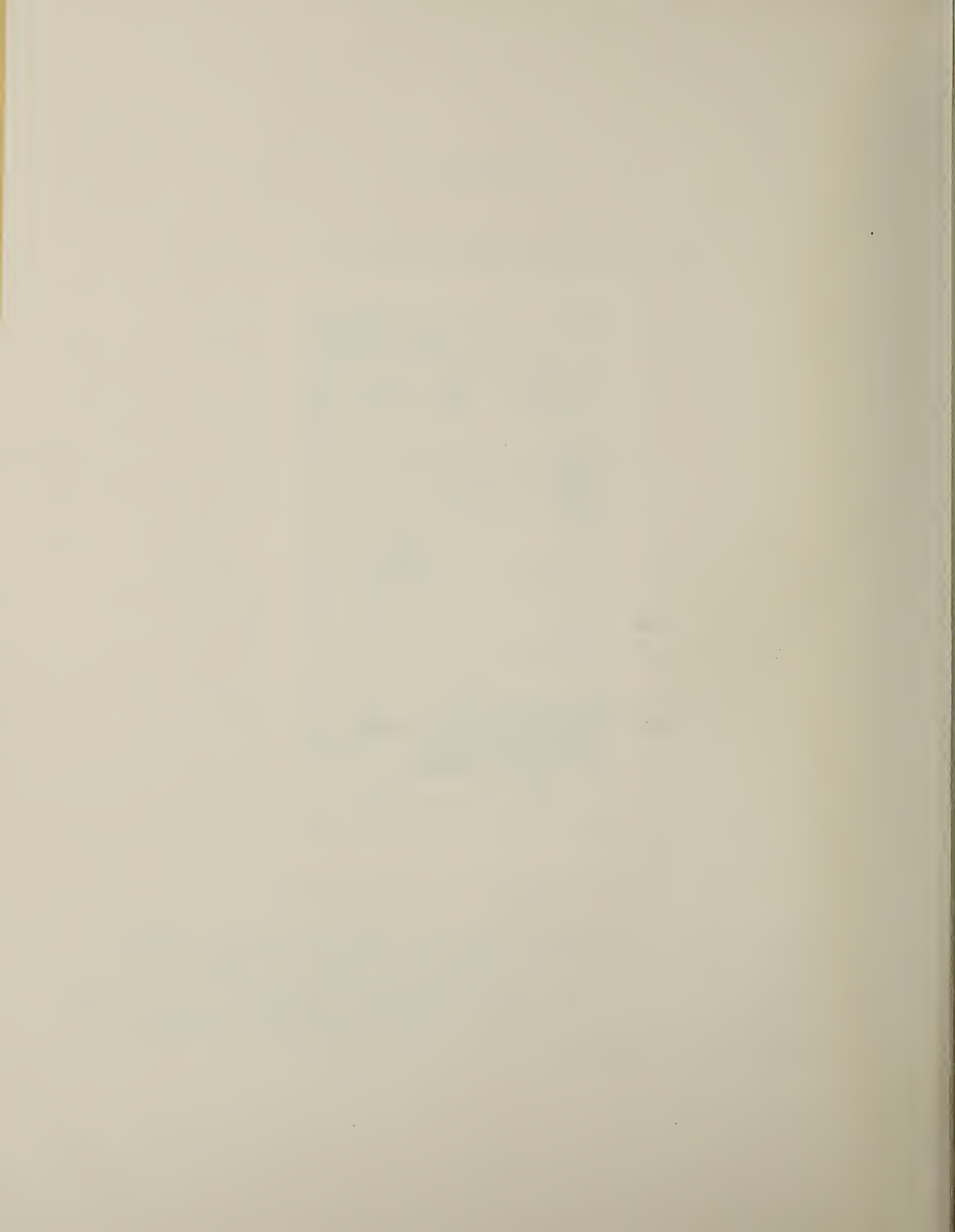


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Section I

Catalog Purpose and How to Use



PURPOSE

This publication provides information about jobs performed in business and industry by persons with disabilities. It is important for people with disabilities to have role models that will help raise their vocational aspirations and expectations. Exemplary employment models are also needed by teachers, counselors, job placement personnel and employers who work with people who are disabled. Each job described in this catalog is performed by a specific person who is disabled. Readers should not conclude that such jobs are the only ones which persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. Each description can be used to stimulate thinking about additional jobs which persons with disabilities could perform. Keep in mind that that key factors in matching jobs to persons with disabilities are a person's interests, abilities and aspirations.

The job descriptions in this publication are cross referenced by disability and job title. These jobs show that persons with disabilities are performing at levels above many people's expectations. These jobs are performed by persons with many different types of disabling conditions and levels of severity. Some jobs included in this publication show that persons with severe disabilities can work full time, receive employment benefits and achieve vocational independence.

The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists and other interested persons. The Jobs Replication Form which was used to obtain information on job descriptions in this catalog can be found in Appendix A page 211. Please see Appendix B on page 217 for information on how you can help us obtain additional job description on jobs which persons with disabilities are performing in business and industry.

HOW TO USE THIS VOLUME

Potential users of this catalog include persons with disabilities, special educators, vocational instructors, rehabilitation counselors, job placement and job development counselors, employers and others. Each job description specifies the type of job, disability of the person performing the job and five areas of job information.

- | | |
|------------------------|--|
| 1. Company Information | company name and description, number of employees, and the name of a person to contact for more information |
| 2. Job Requirements | academic credentials, work experience, examinations and other job requirements |
| 3. Job Information | wages, benefits, work schedule, work setting, probationary period, employment history, narrative description, physical demands, physical activities performed, environmental conditions, special conditions, work group, standard training period and standard amount of supervision |

- | | |
|---------------------------|--|
| 4. Significant Duties | leadership/administrative/managerial, tasks in the areas of problem solving/reasoning, computers, mathematics, writing, reading, communication, manual/perceptual tasks and other significant duties or job features |
| 5. Special Considerations | limitations, special training, job accommodations, personal strengths and financial incentives for hiring |

This catalog presents a cross section of jobs which persons with disabilities perform. Many other persons with disabilities may achieve on a level equal to those whose jobs are described, or learn to perform jobs of greater difficulty and reach higher plateaus. Teamwork, coordination and cooperation among all involved in the education, placement and employment of persons with disabilities are needed if persons with disabilities are to achieve their full potential. Listed below are some ideas of how specific groups and individuals might use this catalog of jobs.

Persons with Disabilities

- . provide direction about specific job areas
- . help secondary and postsecondary students be aware of specific job requirements, duties and conditions
- . use when planning a course of study at the secondary or postsecondary level
- . help identify skills and interests
- . use as an incentive for training, promotion or to expand knowledge about successful employees
- . expand thinking about what jobs successful people with disabilities are doing in business and industry
- . use as a reference during the job search process
- . use to inform prospective employers about needed accommodations
- . use to identify agencies which might supply support services or assist in obtaining a job
- . stimulate thinking about career changes and job advancement

Special and Vocational Educators

- . use as examples in a career development curriculum
- . use as a tool to develop on the job training sites

- . use with students in individual counseling sessions to help them become aware of their potential
- . use to show students the diversity of jobs which people with disabilities perform
- . supplement career information systems
- . use in the preservice and inservice training of regular teachers in order to expand their thinking about the range of jobs that students with disabilities might perform
- . use with employers in discussing the capabilities of students with disabilities
- . use as a base for replicating specific jobs in local businesses
- . use to compare similar job titles but different duties
- . use with parents to stimulate realistic vocational goals for their son or daughter

Job Placement and Job Development Counselors

- . use to stimulate and expand thinking about job possibilities for persons with disabilities
- . use to replicate a specific job for an interested person who is disabled
- . use with employers to establish credibility that the specific job is being performed by a person who is disabled in a similar place of business
- . use as a guide to match skills with possible jobs
- . use in staff development training
- . use to supplement and reinforce a job matching program
- . use to find or develop similar jobs in the local community
- . use the contact persons as additional resources
- . use as a guide on job accommodations to maintain an employee on the job
- . use as a model for developing additional job descriptions

Employers

- . review for ideas on job accommodations that other employers have made for persons with disabilities
- . review to stimulate thinking about jobs that persons with disabilities might perform in employer's company
- . use in company training programs and internal publications to relieve employee anxieties about the performance capabilities of persons with disabilities
- . use to replicate a job which exists in a similar work situation in another company or another location of the same company

Guidance Counselors

- . use as examples during individual and group counseling to encourage students with disabilities to develop and use their educational and employment potential and to expand their career interests
- . use as role models to show what others are doing
- . use to help students with disabilities set goals for education and employment
- . distribute to other staff members in order to increase their awareness of the employment possibilities for students with disabilities
- . use in conjunction with computer assisted counseling programs

Teacher Educators

- . provide examples to prospective teachers in order to expand their thinking about jobs that their students are capable of performing
- . use as an inservice tool to stimulate and expand the thinking of teachers and administrators as to the jobs that students with disabilities can and are performing
- . use as a guide to learn about accommodations that employer have made for persons with disabilities
- . review the jobs being performed by persons with disabilities to gain insight into possible revisions needed in the teacher education program

Parents

- . study the contents in order to stimulate thinking about possible jobs for which their disabled son or daughter may prepare
- . use in the development and implementation of the IEP and as an aid in the school to work transition
- . use as a discussion tool to help their son or daughter in selecting courses needed to achieve education and career goals
- . stimulate job leads and opportunities for the teacher or job developer
- . use as a source of information on jobs and duties performed by persons with disabilities
- . use as a reference on how job accommodations are used to maintain an employee on the job

Listed below are some ideas on how this Jobs Catalog can be used to increase the vocational and career aspirations and expectations of persons with disabilities.

1. Special and vocational educators can use the listed jobs as a resource to raise their expectations and the expectations of their students. Students can see what other persons with similar disabilities are accomplishing. If a student is not interested in the specific job or jobs listed, he or she should be made aware that perhaps similar accommodations could be made in a job in which they are interested.
2. Parents of handicapped individuals can use these jobs to stimulate their own thinking about the jobs which their sons or daughters might perform.
3. Handicapped youth can use the job descriptions to stimulate their thinking as to the type of jobs they would like to do. Handicapped youth might be encouraged to explore jobs in which they had an interest but no incentive to pursue. The awareness levels of job possibilities and career options will be improved.
4. Use as resource in the training of job development and job placement counselors.
5. The special considerations section can be used as a resource to explore appropriate accommodations for handicapped persons.
6. Use in teacher education preservice and inservice classes to show the diversity of job opportunities for students with handicaps.

7. Use with employers to provide stimulation as to the possibilities of how they might employ handicapped persons. An employer would not need to have the exact job indicated. An employer's ingenuity and imagination might be triggered by reviewing actual jobs. The examples may help employers overcome their anxiety in hiring handicapped persons. Job listings may stimulate employers to consider hiring handicapped individuals in a position in which they previously thought impossible.
8. Used in counseling handicapped youth. Teachers and counselors may need to read and interpret the information for the handicapped student.

DICTIONARY OF OCCUPATIONAL TITLES

The DOT numbers assigned to Volume II job descriptions are from the Dictionary of Occupational Titles, Fourth Edition, 1977. This edition contains approximately 20,000 jobs based on more than 75,000 onsite analyses conducted from 1965 to mid 1970s and on extensive contacts with professional and trade associations.

Background Information on the DOT¹

The Dictionary of occupational Titles is an outgrowth of the needs of the public employment service system for a comprehensive body of standardized occupational information for purposes of job placement, employment counseling and occupational and career guidance, and for labor market information services. In order to implement effectively its primary assignment of matching jobs and workers, the public employment service system requires a uniform occupational language for use in all of its offices. This is needed to compare and match the specifications of employer job openings and the qualifications of applicants who are seeking jobs through its facilities.

The Occupational Code Number

The first item in the DOT occupational definition is the 9-digit occupational code. In the DOT occupational classification system, each set of three digits in the 9-digit code number has a specific purpose or meaning. Together, they provide a unique identification code for a particular occupation which differentiates it from all others.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad "categories". The nine primary occupational categories are listed below:

¹U.S. Department of Labor (1977). Dictionary of Occupational Titles. Washington, D.C., Employment and Training Administration.

- 0/1 Professional, Technical, and Managerial Occupations
- 2 Clerical and Sales Occupations
- 3 Service Occupations
- 4 Agricultural, Fishery, Forestry, and Related Occupations
- 5 Processing Occupations
- 6 Machine Trades Occupations
- 7 Bench Work Occupations
- 8 Structural Work Occupations
- 9 Miscellaneous Occupations

The second digit refers to a division within the category. The third digit defines the occupational group within the division.

The middle three digits of the DOT occupational code are the worker functions ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to data, people, and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers in these three groups while functions which are less complicated have higher numbers.

The last three digits of the occupational code number indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two can have the same nine digits.

The full nine digits thus provide each occupation with a unique code suitable for computerized operations.

Section II

Job Descriptions



Indicates a new job description.

Accountant/Treasurer

Cerebral Palsy



D.O.T. #160.167-018

Company Information

Company Name

Compute-Able, Inc.
713 West University
Rochester, MI 48063

Description of Company

Compute-Able is wholly owned and operated by disabled persons. Primary service is income tax preparation. Also do bulk mailings and telemarketing.

Number of Employees

20 total company
Varies this site based on work load

For more information, contact

Vicki Delmar, Office Manager
(313) 853-1867

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$3.35 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
3 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting

Office

Probationary Period

None

Employment History

1.5 years with company
1.5 years in this position

Narrative Description

Employee does all of the accounting and payroll for Compute-Able. All records are on the Apple IIe computer.

Physical Demands

100% sedentary

Physical Activities Performed

Push, pull, reach, balance, sit, turn, see, depth perception, hear, sense of touch

Environmental Conditions

None

Special Conditions

Precision/quality
Distracting conditions

Work Group

Works alone

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Correct deficiencies

Computer Tasks

Enter data into computers
Access data from computers

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Use formulas (translating, substituting values)
Prepare budgets

Writing Tasks

Copy accurately
Complete forms accurately
Uses computer with printer for all work

Reading Tasks

Read simple directions

Communication Tasks

Listen
Follow intent of oral directions

Manual Perceptual Tasks

Use job-specific hand tools and equipment
Operate machine(s)
Use keyboard skills
Uses mouthstick

Special Considerations for This Worker

Limitations

Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, no use of hands, needs work assignment placed on tables surrounding employee, speaking, allergies

Special Training

None

Job Accommodations

Assistant is used 15 minutes at both ends of the work day to arrange and file employee's paper.
Coworker eats with and assists with feeding employee.
Uses mouthstick with holder to type computer entries and move work in accommodating loss of hands (\$250).
The following accommodations are used to maintain employee on the job:
1. Lockdown keys on computer for multiple function keys (\$120).
2. Wordisk (\$600).
3. Adjustable desk (\$365).
4. Power switch in front of computer (\$65).
5. Tables placed around employee.
Building is barrier free for wheelchair use.
Joined a cooperative to accommodate transportation needs (\$100 to join @ \$1 per mile).

Personal Strengths

Pays close attention to details
Has the ability and tolerance to work an 8-10 hour day, if necessary
Organizes tasks and is able to work with very little supervision

Financial Incentives for Hiring

None



Accounting Aide

Autism

D.O.T. #216.482-010

Company Information

Company Name

Utah Transit Authority
P.O. Box 30810
Salt Lake City, UT 84130

Description of Company

Provider of public mass transportation in 4 counties in Utah.

Number of Employees

888 total company
500 this site

For more information, contact

Karen H. King
Employee Relations Representative
(801) 262-5626

Requirements of This Job

Academic Credentials Required

High school diploma or GED

Work Experience Required

Successful employment (6 months)

Examinations Required

Physical, hearing, vision, pre-employment

Other Job Requirements

None

Job Information

Wages

\$5.22 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Seasonal status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

90 days

Employment History

6 years with company
6 years in this position

Narrative Description

This individual provides clerical support to the finance department staff. Employee verifies extensions, matches invoices to check vouchers, files invoices and time cards, types file folders, transfers and reorganizes files at year end, stuffs envelopes, and delivers inter-office mail.

Physical Demands

90% sedentary, 10% light work

Physical Activities Performed

Reach, stoop, sit, turn, see, hear, finger dexterity, walks between buildings on a 3 acre site to deliver mail.

Environmental Conditions

None

Special Conditions

None

Work Group

Works alone, one-to-one

Standard Training Period

No standard training period

Standard Amount of Direct Supervision

Moderate

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Handle basic calculations (+, -, x, /)

Estimate quantities needed to do a job

Calculate costs

Writing Tasks

Copy accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

The job does not require verbal communication, but we do reward this individual for communicating verbally.

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Operate machine(s)

Use keyboard skills

Special Considerations for This Worker

Limitations

Interactions with coworkers, has difficulty working in a group, following spoken directions

Special Training

Initial training workshop counselor and additional training of 80 hours 3 times during 6 years for employees and coworkers with focus on giving and following instructions and communication skills.

Job Accommodations

Actually, this job was "created" for this individual and personal limitations were considered into its design.

Supervisor provides considerable reinforcement and is sensitive to employee's special needs.

Personal Strengths

Employee is brilliant with mathematics - computing mentally faster than others use a calculator. Works well on routine tasks like filing for long periods. Employee has not missed any work time (other than vacation) during employment here.

Financial Incentives for Hiring

None

Other Job Replication Factors

This individual needs considerable structure and scheduled time to perform effectively. We also identified tasks the employee preferred, and use these tasks as a "reward" for completion of nonpreferred tasks and appropriate social interaction (i.e., employee likes to deliver interoffice mail. Employee is allowed to do this after completing filing, but is required to greet the secretaries from whom employee collects the mail in order to complete the task).

**Administrative Officer I****Polio - Severe Paralysis**

D.O.T. 188.117-106

Company InformationCompany Name

State of Wisconsin
P.O. Box 7851
Madison, WI 53707

Description of Company

State government
Department of Community Services

Number of Employees

Information not provided

For more information, contact

Ruth Diehl
Administrative Assistant
(608) 266-7576

Requirements of This JobAcademic Credentials Required

Bachelor's degree required, master's degree recommended

Work Experience Required

Data processing (5 years)
Management or supervision (3 years)

Examinations Required

Physical

Other Job Requirements

Civil Service exam

Job InformationWages

\$17.40 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:15 a.m. to 4:00 p.m.

Work Setting

Office

Probationary Period

None

Employment History

14 years with company
2 years in this position

Narrative Description

Manage unit of 18 professional and clerical staff - unit responsible for design and operation of information systems and producing statistical reports on state funded programs for children in foster care, elderly, mentally ill, etc.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see

Environmental Conditions

None

Special Conditions

None

Work Group

Works alone, one-to-one, and in small and large groups

Standard Training Period

6 months

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
 Develop company policies
 Implement company policies
 Recruit, hire, and terminate personnel
 Specify goals and work tasks of others
 Supervise personnel
 Represent the company at internal functions
 Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches/solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Calculate costs
 Use numerical values from charts, diagrams, tables
 Construct diagrams, charts, records using numerical calculations
 Make and use measurements
 Use formulas (translating, substituting values)
 Prepare budgets

Writing Tasks

Complete forms accurately
 Write sentences in standard English
 Organize, select, and relate ideas in writing
 Produce intelligible written documents
 Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly
 Effectively present information to groups

Manual Perceptual Tasks

Use keyboard skills
 Develop visual presentations

Computer Tasks

Access data from computers
 Perform systems analysis

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, grasping,
handling, fingering, pushing, pulling,
limited stamina, balancing, standing,
walking, climbing, kneeling, squatting,
bending, sitting

Special Training

None

Job Accommodations

Raised desk and special table, push
button phone, and space to accommodate
wheelchair (\$500?)

Accessible bathroom required by law

Job related travel requires use of
accessible state owned van (shared
by six disabled state employees
(\$30,000))

Personal Strengths

Organized
Reliable
Self-confident

Financial Incentives for Hiring

None

Architect/President

Paraplegia T-3, T-4, T-5



D.O.T. #011.061-010

Company Information

Requirements of This Job

Company Name

G.W. Kortness Associates, Inc.
200 East Linn
P.O. Box 366
Spooner, WI 54801

Description of Company

Architectural firm

Number of Employees

3 total company
3 this site

For more information, contact

Gerald W. Kortness, President
(715) 635-3345

Academic Credentials Required

Bachelor's degree, state
registration license

Work Experience Required

Architectural (3 years minimum)
Office experience

Examinations Required

None

Other Job Requirements

Driver's license, own vehicle,
dress code

Job Information

Wages

\$2,860 per month

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

None

Employment History

9 years with company
15 years in this position

Narrative Description

Prepares oral, graphic and written
directives in the design and
construction of a building.

Physical Demands

50% sedentary, 50% light work

Physical Activities Performed

Push, pull, reach, sit, turn, see,
color vision, depth perception, hear,
finger dexterity, sketching, drawing,
writing, talking

Environmental Conditions

None

Special Conditions

High rate of production
Precision/quality

Work Group

Works alone, one-to-one, and in
small group

Standard Training Period

Many months

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
 Develop company policies
 Implement company policies
 Recruit, hire, and terminate personnel
 Specify goals and work tasks of others
 Supervise personnel
 Represent the company at internal functions
 Represent the company at external functions
 Report to a board of directors

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches or solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Computer Tasks

A future need

Manual Perceptual Tasks

Eye-hand coordination
 Hand work
 Use job-specific hand tools and equipment
 Operate machine(s)
 Develop visual presentations

Writing Tasks

Copy accurately
 Complete forms accurately
 Write sentences in standard English
 Organize, select, and relate ideas in writing
 Produce intelligible written documents
 Print legibly

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly
 Effectively present information to groups

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Calculate costs
 Use numerical values from charts, diagrams, tables
 Make and use measurements
 Use formulas (translating, substituting values)
 Prepare budgets

Special Considerations for This Worker
--

Limitations

Lifting, carrying, standing, walking,
kneeling, squatting

Special Training

None

Job Accommodations

Furniture was rearranged to accommo-
date accessible work and drawing
tables (small amount).

Grade level entrance was provided
for accessible entrance and
interior circulation (small amount).

Personal Strengths

Past experience
Enjoyment of job
Persistence

Financial Incentives for Hiring

None

Other Job Replication Factors

Attain as much education as possible
and as much office experience as can be
absorbed.

**Assembler I****Mobility Impairment**

D.O.T. #806.684-010

Company InformationCompany Name

Borg-Warner Automotive
1350 Franklin Grove Road
Dixon, IL 61021

Description of Company

Manufacturer of automotive controls

Number of Employees

400 total company
400 this site

For more information, contact

Dave Klausen, Personnel Assistant
(815) 288-1462

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

Assembly experience preferred

Examinations Required

Physical

Other Job Requirements

Age 18 minimum, 70 maximum

Job InformationWages

\$6.77 per hour

Benefits

Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Seasonal status
5 days a week, 8 hours a day
3:30 p.m. to 11:30 p.m.

Work Setting

Factory

Probationary Period

120 days

Employment History

10 years with company
10 years in this position

Narrative Description

Assemble small parts manually, using
hand tools or small machines.

Physical Demands

95% sedentary, 5% light work

Physical Activities Performed

Push, pull, reach, sit, see, finger
dexterity

Environmental Conditions

Noise, mechanical hazards,
moving objects

Special Conditions

High rate of production
Precision/quality

Work Group

Works alone

Standard Training Period

5 days

Standard Amount of Direct Supervision

Moderate

Assembler I**Mobility Impairment****Significant Duties**Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Handle basic calculations (+,-,x,/)

Writing Tasks

Write legibly

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Follow intent of oral directions

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Operate job-related power tool(s) (power screw drivers, routers, small presses)

Special Considerations for This WorkerLimitations

Lifting, carrying, standing, walking

Special Training

None

Job Accommodations

None

Personal Strengths

Good attendance

Gives 100% effort

Willing to try anything

Financial Incentives for Hiring

CETA wage subsidy

Assembler II

Multiple Sclerosis

D.O.T. #726.684-034

Company Information

Company Name

Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company

Computer manufacturer

Number of Employees

90,000 total company
500 this site

For more information, contact

John Stewart, Production Supervisor
(505) 345-7311

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Electronic assembly preferred
(6 months).

Examinations Required

Physical

Other Job Requirements

None

Job Information

Wages

\$7.00 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Factory

Probationary Period

3 months

Employment History

6 years with company
6 years in this position

Narrative Description

Hand solder components, clip and
touch up solder on computer board.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, see, color vision,
depth perception, finger dexterity

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

Works alone and in small group

Standard Training Period

30 days

Standard Amount of Direct Supervision

Moderate

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Correct deficiencies

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Writing Tasks

Write legibly

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Special Considerations for This Worker
--

Limitations

Lifting, carrying, standing, walking, kneeling, squatting

Special Training

None

Job Accommodations

None

Personal Strengths

Very good attitude

Consistently willing to give 100%

Shear determination

Financial Incentives for Hiring

None

Bindery Worker

Deafness, Non-Verbal

D.O.T. #649.685-018

Company Information

Company Name

Nieman's Ex Printing and Office
Supply, Inc.
12875 San Pablo
Richmond, CA 94805

Description of Company

Retail office supply and printing

Number of Employees

20 total company
20 this site

For more information, contact

Fred Nieman, President
(415) 231-0300

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Printing preferred

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$4.50 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting

Printing plant

Probationary Period

None

Employment History

2 months with company
2 months in this position

Narrative Description

Cut paper to size - bind together
into books, collate, staple, glue,
and operate small offset press.

Physical Demands

10% sedentary, 40% light work,
40% medium work, 10% heavy work

Physical Activities Performed

Push, pull, reach, balance, stoop,
turn, see, color vision, depth
perception, finger dexterity

Environmental Conditions

Dirt, odors, noise, mechanical
hazards, cramped quarters

Special Conditions

High rate of production
High level of stress (deadlines,
etc.)

Work Group

One-to-one, small group

Standard Training Period

30 days

Standard Amount of Direct Supervision

Minimal

Bindery Worker

Deafness, Non-Verbal

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Make and use measurements

Writing Tasks

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Hearing, speaking

Special Training

None

Job Accommodations

Used sign language instructor for communications during training.

Personal Strengths

Willing to work
Wants to please
Steady worker

Financial Incentives for Hiring

School district supplied instructor for training and paid employee's wage during training.

Other Job Replication Factors

Job coach did most of the work in training. Supervision time during training increased 25% for 10 days.

Boat Assembly Worker

Mental Retardation

D.O.T. #806.481-010

Company Information

Company Name

Albion Boatworks
RD #8, Box 390A
Kittanning, PA 16201

Description of Company

An affirmative industry that manufactures inexpensive, lightweight fiberglass reinforced plywood boats. Evergreen Homes, Inc. initiated the proposal (for this specialized product industry) with the projects to Improve Vocational Rehabilitation Services to Persons with Mental Retardation of Pennsylvania.

Number of Employees

8 total company; 8 this site

For more information, contact

Beth Bitting
Marketing and Sales Representative
(412) 545-1970

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Woodworking skills preferred

Examinations Required

Physical

Other Job Requirements

Dress code, woodworking skills

Job Information

Wages

\$3.35 per hour

Benefits

Paid holidays
FICA
Worker's compensation

Work Schedule

Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting

Manufacturing shop

Probationary Period

6 months

Employment History

6 months with company
6 months in this position

Special Conditions

Precision/quality

Work Group

Works alone, one-to-one, and in small group

Standard Training Period

None

Standard Amount of Direct Supervision

Moderate by shop supervision

Narrative Description

Responsible for daily duties of two areas: 1) cutting shop duties - transfers boat template to building material, cuts and finishes components, use hand tools, power tools, and measuring instruments and 2) assembly station duties - describes framing members to proper fit, select and apply proper fasteners in assembly process, sands/buffs finished hull, and responsible for care and upkeep of machinery.

Physical Demands

10% sedentary, 80% light work,
10% medium work

Physical Activities Performed

Push, pull, reach, climb, balance, stoop, kneel, crouch, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions

Humid, dust, odors, noise, mechanical hazards

Boat Assembly Worker

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial

Specify goals and work tasks of others
Supervise personnel

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Correct deficiencies
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/)
Estimate quantities needed to do a job
Make and use measurements

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Reading, mathematics, requires occasional, but constant, supervision, remembering, following spoken directions, following written directions

Special Training

Supervisor provides constant but minimal special training on boat building skills using jigs, color coding, and verbal instructions.

Job Accommodations

Grant required contact with Office of Mental Retardation and Vocational Rehabilitation. Employer maintains contacts and paperwork with agencies (10 hours/month).

Pre-employment woodworking skills were taught at sheltered workshop or privately.

Minimal constant supervision is provided to avoid quantity and quality problems (2.5 hours/day).

Job assignments are matched to worker's abilities and task analysis (i.e., work alone, partner, or groups of 3 or more) (4 hours/month).

Jigs used to accommodate nailing sections of wood together at proper angles (2 hours).

Building complies with Labor and Industry regulations.

Transportation provided by non-profit agency to accommodate workers having no driver's license.

Converse on limited basis with supervisor on personal problems (medical appointments and transportation) (1 hour/month).

Personal Strengths

Woodworking skills
Understands instruction and performs it independently and correctly
Quality work judgment

Financial Incentives for Hiring

Office of Vocational Rehabilitation
On-the-Job Training wage subsidy for 360 hours, Manpower on-the-job wage subsidy for 1440 hours.

Bookkeeper**Mental Illness**

D.O.T. #210.382-014

Company InformationCompany Name

People's Store, Inc.
230 South 2nd Street
Coos Bay, OR 97420

Description of Company

A non-profit thrift store employing adults with psychiatric problems and need community independent living skills training.

Number of Employees

6 total company
6 this site

For more information, contact

Nancy Devereux, Director
(503) 267-4818

Requirements of This JobAcademic Credentials Required

GED

Work Experience Required

Need

Examinations Required

None

Other Job Requirements

Dress code

Job InformationWages

\$3.35 per hour

Benefits

Paid vacation
FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting

Retail store

Probationary Period

3 months

Employment History

2 months with company
2 months in this position

Narrative Description

Responsible for financial statements, daily deposits, bank reconciliation, etc.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see, finger dexterity

Environmental Conditions

None

Special Conditions

Distracting conditions
High level of stress (deadlines, etc.)

Work Group

Works alone

Standard Training Period

9 months

Standard Amount of Direct Supervision

Minimal

Bookkeeper

Mental Illness

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
Specify goals and work tasks of others
Report to a board of directors

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Collect and organize information
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Calculate costs
Construct diagrams, charts, records using numerical calculations
Prepare budgets

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment (typewriter, calculator)
Use keyboard skills

Special Considerations for This Worker

Limitations

Vision (blind in one eye)

Special Training

The employee completed a bimonthly course taught by a C.P.A. in small business management. A double-entry bookkeeping system was used for the training materials. The employee entered permanent employment upon completion of the course.

Job Accommodations

Supervision on the job was provided at no cost by the Board of Directors to accommodate employee's needs.

An office was set up for employee's work area at a cost of \$450.00.

A volunteer provides transportation to and from work to accommodate employee's need.

A mental health department officer provides one hour per week counseling for continual support.

Personal Strengths

Sense of humor

Taking medication and meeting with counselor weekly

Family support

Financial Incentives for Hiring

Vocational rehabilitation support (75%, 50%, and 25% over a three month period)

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

Broadcaster

Blindness

D.O.T. #159.147-101

Company Information

Company Name

Greater Media Corporation
 WWRC
 8121 Georgia Ave.
 Silver Spring, MD 20910

Description of Company

Commercial radio station

Number of Employees

Unknown - total company
 100 this site

For more information, contact

Ed Walker, Contract Performer
 (301) 587-4900

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Employee has thirty years in
 broadcasting.

Examinations Required

None

Other Job Requirements

Union membership

Job Information

Wages

Information not provided.

Benefits

Paid vacation
 Paid holidays
 Paid sick days
 Pension
 FICA
 Worker's compensation
 Unemployment compensation
 Medical insurance
 Life insurance

Work Schedule

Permanent status
 6 days a week, 8 hours a day
 12:00 p.m. to 8:00 p.m.

Work Setting

Radio station

Probationary Period

None

Employment History

3 months with the company
 3 months in this position

Narrative Description

On-air performer - afternoon drive
 time and Sunday morning. Selects
 music, voices commercials, uses some
 production skills, converts copy into
 Braille.

Physical Demands

95 sedentary, 5% light work

Physical Activities Performed

Push, reach, sit, hear, sense of
 touch, finger dexterity

Environmental Conditions

None

Special Conditions

High level of stress (deadlines,
 etc.)

Work Group

One-to-one

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Broadcaster

Blindness

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies

Computer Tasks

Access data from computers

Mathematical Tasks

None

Writing Tasks

Copy accurately

Reading Tasks

Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Tend machine(s)
Operate machine(s) (Operate broadcast equipment, tape recorders, etc.)

Special Considerations for This Worker

Limitations

Vision

Special Training

None

Job Accommodations

An assistant is provided to answer mail, enter copy in computer, read tasks, etc., to accommodate visual impairment in reading printed materials.
The audio level indicator and other broadcast equipment are labeled in Braille.

Personal Strengths

Knowledge of music
Ability to communicate to mass audience
Ability to sell on air

Financial Incentives for Hiring

None

D.O.T. #239.567-101

Company InformationCompany Name

Saratoga Liquor Company, Inc.
 3215 James Day Ave.
 Superior, WI 54880

Description of Company

Liquor warehouse

Number of Employees

47 total company
 47 this site

For more information, contact

Kristin Kern, Job Developer
 (715) 392-8388

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

Some office work helpful

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$3.35 per hour

Benefits

FICA
 Worker's compensation
 Unemployment compensation

Work Schedule

Permanent status
 5 days a week, 3-5 hours a day
 8:00 a.m. to 12:00 noon

Work Setting

Office

Probationary Period

3 months

Employment History

3 weeks with company
 3 weeks in this position

Narrative Description

Put invoices in chronological order by date and then by invoice number before filing; operates copy machine; addresses envelopes; is beginning computer entry work; operates calculator and to obtain tape of daily invoice which must equal invoice register.

Physical Demands

100% sedentary

Physical Activities Performed

Stoop, sit, see, hear

Environmental Conditions

None

Special Conditions

High level of stress when copies are needed in addition to other work.

Work Group

Works alone

Standard Training Period

4 hours of job training required in each area.

Standard Amount of Direct Supervision

Moderate

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Collect and organize information

Computer Tasks

Enter data into computers
(just beginning)

Mathematical Tasks

Understand order (e.g., first, second, last)
Understand concepts of greater than and less than

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately

Reading Tasks

Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Stay on the topic in job-related conversations

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Operate machine(s)

Special Considerations for This Worker

Limitations

Anxious; reading, writing, spelling, and mathematics at ninth grade level; remembering - needs additional time to train; occasional epileptic seizure

Special Training

Extended training by job coach and supervisor. Upon completion of special training, individual will enter permanent employment.

Job Accommodations

Job placement by Association of Retarded Citizens (ARC).
Client learned job quickly - ARC job coach was at job site a total of 8 hours.

Personal Strengths

Good organizational skills
Follows directions well
Does not socialize excessively on the job (performs job)

Financial Incentives for Hiring

Association for Retarded Citizens - On-the-Job Training wage subsidy (50% first 160 working hours, 25% second 160 working hours) and job coach.

Other Job Replication Factors

Be supportive

Clerk/Typist

Emotional Depression

D.O.T. #203.362-010

Company Information

Company Name

UTC/Salt Lake Skills Center
1040 West 700 South
Salt Lake City, UT 84104

Description of Company

Educational and training post-secondary agency.

Number of Employees

50 total company

For more information, contact

Terry Armstrong, Coordinator
(801) 328-5534

Requirements of This Job

Academic Credentials Required

High school diploma or GED
Clerical training certificate

Work Experience Required

Training or experience in
clerical preferred (6 months)

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$4.00 per hour

Benefits

FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Office

Probationary Period

None

Employment History

1 month with company
1 month in this position

Narrative Description

Types resumes, correspondence, and
job applications for student seeking
employment. Types correspondence for
placement staff.

Physical Demands

90% sedentary, 10% light work

Physical Activities Performed

Reach, sit, turn, see, hear, finger
dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Works alone

Standard Training Period

10 days

Standard Amount of Direct Supervision

Minimal

Clerk/Typist

Emotional Depression

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Evaluate for accuracy and completeness

Computer Tasks

Enter data into computers

Access data from computers

Perform word processing

Mathematical Tasks

Count

Writing Tasks

Copy accurately

Complete forms accurately

Write sentences in standard English

Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Stay on the topic in job-related conversations

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Operate machine(s)

Use keyboard skills

Special Considerations for This Worker

Limitations

None

Special Training

Provided once by supervisor

Job Accommodations

None

Personal Strengths

Exhibits good attitudes

Follows written and oral instructions

Completes tasks

Financial Incentives for Hiring

None

Other Job Replication Factors

Review previous six-twelve months activities (i.e., training or employment performance) to be aware of employee's emotional stability.

Clerk/Typist

Hearing Impairment

D.O.T. #203.362-010

Company Information

Company Name

Honolulu Federal Savings & Loan
Association
P.O. Box 539
Honolulu, HI 96809-0539

Description of Company

Financial services

Number of Employees

815 total company

For more information, contact

Robert L. Andrus, Vice President
(808) 545-6875

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

Clerical work in office setting
(6 months-1 year)

Examinations Required

None

Other Job Requirements

Dress code

Job Information

Wages

\$680 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care
Profit sharing after 1 year

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

3 months

Employment History

13 months with company
13 months in this position

Narrative Description

Performs general office duties including routine typing and filing. Processes new client account files and maintains department files. Operates office machines such as typewriter, 10-key adding machine, photocopier and microfilming camera.

Physical Demands

40% sedentary, 50% light work,
10% medium work

Physical Activities Performed

Reach, stoop, sit, see, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Small group

Standard Training Period

3 months

Standard Amount of Direct Supervision

Moderate

Clerk/Typist

Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Evaluate for accuracy and completeness
Correct deficiencies

Computer Tasks

Enter data into computers
Access data from computers

Mathematical Tasks

Count
Understand order (e.g., first, second, last)

Writing Tasks

Copy accurately
Write legibly

Reading Tasks

Read simple directions

Communication Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Operate machine(s)
Use keyboard skills

Special Considerations for This Worker

Limitations

Hearing, speaking, frequent minor illnesses

Special Training

Supervisor and co-workers wrote down instructions for 1 month.

Job Accommodations

Employer has a working relationship with the State Vocational Rehabilitation.
Co-workers answer the phone to accommodate employee.
An interpreter is present during the initial job orientation.
Employee was advised to seek assistance for personal matters outside of business hours.

Personal Strengths

Desire to complete all assigned tasks and do a good job
Willingly accepts additional duties
Learns new tasks quickly

Financial Incentives for Hiring

None

**Collection Attendant
at Donation Site**

**Multihandicaps - Mental Illness,
Seizure Disorder, Obesity**

D.O.T. #299.677-101

Company Information

Company Name

Goodwill Industries
1111 South 41 Street
Omaha, NE 68105

Description of Company

Non-profit rehabilitation agency

Number of Employees

90+ total company
Approximately 80 this site

For more information, contact

Bob Foster, Job Placement Specialist
(402) 341-4369

Requirements of This Job

Academic Credentials Required

High school diploma or GED

Work Experience Required

Customer relations and material
handling preferred.

Examinations Required

None

Other Job Requirements

Driver's license preferred

Job Information

Wages

\$3.35 per hour

Benefits

FICA
Worker's compensation
Medical insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
10:00 a.m. to 6:00 p.m.

Work Setting

Semi-trailer parked in an
outdoor lot.

Probationary Period

90 days

Employment History

3.5 months with company
3.5 months in this position

Narrative Description

Receives donations brought to trailer; sorts and stores items according to type of donation (clothes, furniture, toys, etc); keeps daily records of donations; gives receipt to customer; reports daily to supervisor from work site about condition of trailer.

Physical Demands

60% sedentary, 20% light work,
15% medium work

Physical Activities Performed

Push, pull, reach, stoop, kneel,
sit, turn, see, hear, finger
dexterity, lift, stack, sort

Environmental Conditions

Hot, cold, humid, dry, wet, dust,
dirt

Special Conditions

Good appearance, positive attitude
toward customers

Work Group

Works alone

Standard Training Period

2 days

Standard Amount of Direct Supervision

Minimal

Collection Attendant
at Donation Site

Multihandicaps - Mental Illness,
Seizure Disorder, Obesity

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate
procedures

Recognize the effects of changing
quantity or quality of materials

Review progress periodically

Computer Tasks

None

Mathematical Tasks

Understand order (e.g., first, second,
last)

Writing Tasks

Write legibly

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Talk

Speak clearly

Use appropriate vocabulary and grammar

Manual Perceptual Tasks

Hand work

Special Considerations for This Worker

Limitations

Low frustration tolerance, interactions
with public, excessive talking and
seizures

Special Training

Supervisor provided initial special
training on proper sorting techniques
and packaging of materials; greeting
the public, and filling out receipts.

Job Accommodations

None

Personal Strengths

Works alone without supervision

Works with the public in a
positive manner

Organizes materials received

Financial Incentives for Hiring

5 months On-the-Job Training

Component Engineer II

Multiple Sclerosis

D.O.T. #020.062-010

Company Information

Company Name

Digital Equipment Corporation
P.O. Box 80
Albuquerque, NM 87103

Description of Company

Manufacture and design minicomputers

Number of Employees

Approximately 80,000 total company
Approximately 475 this site

For more information, contact

Michael Foris
Component Assurance Manager
(505) 345-3311 ext. 2296

Requirements of This Job

Academic Credentials Required

Associate degree but prefer
B.S. degree in engineering

Work Experience Required

Prior similar experience or back-
ground in technical inspection
preferred.

Examinations Required

Physical

Other Job Requirements

None

Job Information

Wages

\$2,636 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Office

Probationary Period

3 months

Employment History

7 years, 9 months with company
2 years, 9 months in this position

Narrative Description

Involves having full technical
responsibility for all of the
resistors, transistors, delay lines,
and medium complexity integrated
circuits purchased by plant.
Employee must write procedures,
order and install test equip-
ment, and interface with vendors,
other engineers and production
personnel.

Physical Demands

60% sedentary, 40% light work

Physical Activities Performed

Push, pull, reach, stoop, sit, turn,
see, color vision, depth perception,
hear, finger dexterity

Environmental Conditions

General office conditions

Special Conditions

Technical responsibility for
several types of purchased parts.

Work Group

Works alone, one-to-one, and in
small group

Standard Training Period

6 months

Standard Amount of Direct Supervision

Moderate

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
Implement company policies
Specify goals and work tasks of others
Represent the company at internal functions
Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

Enter data into computers
Access data from computers
Perform word processing
Write programs
Perform systems analysis (simple)

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Make and use measurements
Use formulas (translating, substituting values)

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Use keyboard skills
Develop visual presentations

Special Considerations for This Worker

Limitations

Lifting, carrying, limited stamina, cannot travel out of town, easily fatigued, must use wheel chair to cover significant distances.

Special Training

None

Job Accommodations

Employee prepares work for other engineers who travel for him to accommodate inability to travel.

Provided wheel chair access by expanding work cubicle (minimal cost).

Employee parks close to the building for easier access.

Personal Strengths

Well organized and methodical
Understands computer systems in detail

Very proud and wants to prove ability to handle the job and its problems

Financial Incentives for Hiring

None

Other Job Replication Factors

Believe similarly handicapped persons could handle a similar type of job.

Computer Instructor**Spinal Cord Injury - C-7 Spared**

D.O.T. #094.227-018

Company InformationCompany Name

Rehabilitation Research Center
2845 Crooks Road
Rochester, MI 48063

Description of Company

A non-profit center whose purpose is to promote the health, education, and welfare of disabled persons.

Number of Employees

6 total company
6 this site

For more information, contact

Stan Haack, President
(313) 853-1830

Requirements of This JobAcademic Credentials Required

Associate degree

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$6.00 per hour

Benefits

FICA

Work Schedule

Permanent status
4 days a week, 6 hours a day
10:00 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

None

Employment History

1 year with company
1 year in this position

Narrative Description

Teaches primarily disabled populations computer literacy, using mini-computers. Students have special learning needs. Their disabilities includes paraplegia, quadraplegia, closed head injury, stroke and cerebral palsy.

Physical Demands

100% sedentary

Physical Activities Performed

Push, pull, reach, balance, sit, turn, see, color vision, depth perception, hear

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

Works alone, one-to-one, and in small group

Standard Training Period

2 months on-the-job training

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Specify goals and work tasks of others
Supervise personnel

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

Enter data into computers
Access data from computers
Perform word processing
Write programs
Perform systems analysis

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Use formulas (translating, substituting values)

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Use keyboard skills
Develop visual presentations

Special Considerations for This Worker

Limitations

Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Job Accommodations

Flextime and shorter work days are allowed to accommodate employee's low stamina and sitting tolerance.

On-off switch was placed up front to accommodate operating the computer (\$65).

Classes are set up on an individual basis and/or small groups to accommodate both instructor and the students.

Employee uses a wheelchair and works in a barrier-free environment. Had this building not been barrier free, the usual modifications would have been necessary.

Personal Strengths

Relates well to students

Patient

Creative instruction methods

Financial Incentives for Hiring

None

Computer Programmer

Blindness

D.O.T. #203.582-054

Company Information

Company Name

Defense Logistic's Agency
 P.O. Box 1605
 Columbus, OH 43215

Description of Company

Primary level field activity:
 Department of Defense - supplies
 and logistics worldwide; Central
 Design Department - develops
 automation system.

Number of Employees

1000 this site

For more information, contact

Abe Banister
 Chief of Contract Management
 Division
 (614) 238-9217

Requirements of This Job

Academic Credentials Required

Associate degree

Work Experience Required

None in this field

Examinations Required

Physical

Other Job Requirements

On call

Job Information

Wages

\$6.90 per hour

Benefits

Paid vacation
 Paid holidays
 Paid sick days
 Pension
 FICA
 Worker's compensation
 Medical insurance
 Dental insurance
 Life insurance

Work Schedule

Permanent status
 5 days a week, 8 hours a day
 8:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

90 days

Employment History

8 months with company
 8 months in this position

Narrative Description

Performs programming of automation
 systems. Monitors progress and
 difficulty of systems.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, turn, hear, sense of smell,
 sense of touch, finger dexterity

Environmental Conditions

None

Special Conditions

High level of stress (deadlines,
 etc.)

Work Group

Works alone and in small group

Standard Training Period

6 months

Standard Amount of Direct Supervision

Minimal

Computer Programmer

Blindness

Significant Duties

Leadership/Administrative/Managerial

- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

- Enter data into computers
- Access data from computers
- Write programs

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)

Writing Tasks

- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks

- Read simple directions
- Read technical information (on tape or Brailled)

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

- Tend machine(s) (computer terminal and printer)
- Operate machine(s)
- Use keyboard skills

Special Considerations for This Worker
--

Limitations

Vision

Special Training

Special IBM computer programmer training at Goodwill, monitored by an area business advisory council, provides 10 months of pre-employment training including 2 months of internship and training on adaptive equipment.

A grade is received after completing the special training which includes taped and written materials for systems access.

Job Accommodations

A talking terminal, Braille printer, and tape recorders paid by the state vocational rehabilitation agency based on employment status are used to interpret written materials.

Employer provides supplies and equipment maintenance agreements as well as access and automated system capability.

Employee provided extra desk for computer equipment since all programmers do not have terminals at their desks.

Personal Strengths

Flexibility

Willingness to work with people

Personal drive

Financial Incentives for Hiring

None

Cook

Learning Disability



D.O.T. #313.361-014

Company Information

Company Name

Anne Marie's
8124 Fredericksburg Road
San Antonio, TX 78229

Description of Company

A restaurant serving mainly lunch, and that caters. A gourmet shop selling food products, gift baskets, cookbooks, aprons, and gifts related to food.

Number of Employees

6 total company

For more information, contact

Anne Marie Roof, Owner
(512) 691-1698

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

Read sample tickets

Other Job Requirements

None

Job Information

Wages

\$4.00 per hour

Benefits

None

Work Schedule

Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting

Restaurant

Probationary Period

None

Employment History

9 months with company
5 months in this position

Narrative Description

Employee is trained to cook most specials, soups, quiches, salads, desserts; makes lists of items made each day; helps with catering; decorates trays; orders produce; and supervises kitchen employees.

Physical Demands

25% sedentary, 50% light work,
25% medium work

Physical Activities Performed

Reach, climb, stoop, see, hear,
sense of smell, sense of taste,
sense of touch, finger dexterity

Environmental Conditions

Wet, dirt, mechanical hazards,
burns

Special Conditions

High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group

Small group

Standard Training Period

1 month

Standard Amount of Direct Supervision

Moderate

Cook

Learning Disability

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
Supervise personnel

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Identify alternative approaches or solutions
Correct deficiencies
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Make and use measurements

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Organize, select, and relate ideas in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Operate machine(s)

Special Considerations for This Worker

Limitations

Writing, spelling, mathematics, following spoken and written directions, special medical care related to childhood rheumatic fever

Special Training

None

Job Accommodations

Employer has to be present approximately 5 hours per week to watch closely for mistakes and supervision. Personal problems away from the job site affect employee's job performance and quality of work. Accommodation requires 4 hours per week of supervisor's time and the problem is yet unresolved.

Personal Strengths

Creative touch with food
Gets along well with others, cool-headed
Careful following recipes and procedures

Financial Incentives for Hiring

None

Cook

Mental Retardation-Educable Level



D.O.T. #313.361-014

Company Information

Company Name

Ponderosa #874
Route 286
Indiana, PA 15701

Description of Company

Family steakhouse restaurant

Number of Employees

28,000 total company
60 this site

For more information, contact

Dan Fletcher, Executive Manager
(412) 465-2641

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

Physical

Other Job Requirements

Age 16 minimum, uniform

Job Information

Wages

\$4.25 per hour

Benefits

Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
6:00 a.m. to 2:00 p.m.

Work Setting

Restaurant

Probationary Period

90 days

Employment History

3 years with company
2 years in this position

Narrative Description

Employee responsible for morning breakfast buffet and lunch either alone or with one other cook.

Physical Demands

100% medium work

Physical Activities Performed

Reach, balance, turn, see, depth perception, hear, finger dexterity

Environmental Conditions

Hot, odors, noise, mechanical hazards, burns, electrical hazards, radiant energy

Special Conditions

High level of stress (fast food operation)

Work Group

Small group

Standard Training Period

7 days

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
 Develop company policies
 Implement company policies
 Recruit, hire, and terminate personnel
 Specify goals and work tasks of others
 Supervise personnel

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches or solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Use numerical values from charts, diagrams, tables
 Construct diagrams, charts, records using numerical calculations
 Make and use measurements
 Use formulas (translating, substituting values)

Writing Tasks

None

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly

Manual Perceptual Tasks

Eye-hand coordination
 Hand work
 Construct, fabricate or assemble materials
 Use job-specific hand tools and equipment
 Tend machine(s)
 Operate machine(s)
 Set up machine(s)
 Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Reading, writing

Special Training

None

Job Accommodations

Photographs of all food products are placed on meal order codes.

Personal Strengths

Assimilates new information

Adheres to company standards

Identifies directions in business trends

Financial Incentives for Hiring

Targeted Jobs Tax Credits

Other Job Replication Factors

Management needs to be patient and to allow disabled employee to progress at individual pace.

Editor and
Public Relations Director

Visual Impairment

D.O.T. #132.037-022

Company Information

Company Name

Harvard University
Harvard Square
Cambridge, MA 02138

Description of Company

Higher education university

Number of Employees

15,000 total organization

For more information, contact

Anne Marie O'Brien
Employment Specialist
(617) 542-1799

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

2-3 years editorial field

Examinations Required

None

Other Job Requirements

Excellent writing, editing and
communication

Job Information

Wages

\$17,000 - \$22,000 a year

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days per week, 7 hours per day
9:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

3 month

Employment History

11 months with company
11 months in this position

Narrative Description

Works with administrative personnel.
Writes, edits, plans, and proofreads
articles.

Physical Demands

90% sedentary, 10% light work

Physical Activities Performed

Push, pull, reach, sit, turn, see,
color vision, depth perception,
finger dexterity

Environmental Conditions

None

Special Conditions

Precision/quality
High level of stress
Demanding completion of jobs

Work Group

Small group

Standard Training Period

3 months probation

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Specify goals and work tasks of others
Supervise personnel

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

Enter data into computers
Access data from computers
Perform word processing

Mathematical Tasks

None

Writing Tasks

Copy accurately
Write legibly
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Operate machine(s)
Use keyboard skills

Special Considerations for This Worker

Limitations

Partial loss of vision

Special Training

None

Job Accommodations

None

Personal Strengths

Energetic
Handles pressure well
Gets along well with others.

Financial Incentives for Hiring

None

Other Job Replication Factors

Large print materials might be used

**Electronic Data
Processing Technician**

**Quadraplegic C-4 C-5 - (Paralysis
Below Midchest - Limited Use of
Arms; No Movement of Hands)**

D.O.T. #213.362-010

Company Information

Company Name

Oak Ridge Gaseous Diffusion Plant
Martin Marietta Energy Systems Inc.
P.O. Box P
Oak Ridge, TN 37831

Description of Company

Primarily devoted to uranium
enrichment

Number of Employees

15,000+ total company
2,500 this site

For more information, contact

Dave Rupert
Affirmative Action Coordinator
(615) 624-9218

Requirements of This Job

Academic Credentials Required

Associate degree

Work Experience Required

2 years computer-related
operations, etc.

Examinations Required

Physical, hearing, vision,
neurological

Other Job Requirements

Age 18 minimum

Job Information

Wages

Information not provided

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:15 p.m.

Work Setting

Office

Probationary Period

None

Employment History

17 years with company
15 months in this position

Narrative Description

Performs computer-programming and
related tasks under general super-
vision in support of analysts and
programmers. Does cobol programming
of low complexity; maintains files;
edits files on the computer through
the keyboard. Assists technical
staff with a variety of programming
production tasks. Supports analysis
and software development.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, see, color vision, depth
perception, hear, finger dexterity

Environmental Conditions

None

Special Conditions

Precision/quality
Distracting conditions

Work Group

Works alone, one-to-one and
in small group

Standard Training Period

6 months

Standard Amount of Direct Supervision

Moderate

Electronic Data
Processing Technician

Quadraplegic C-4 C-5 - (Paralysis
Below Midchest - Limited Use of
Arms; No Movement of Hands

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate
procedures
Conduct work activities in appropriate
sequence
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or
solutions
Evaluate for accuracy and completeness
Correct deficiencies

Computer Tasks

Enter data into computers
Access data from computers
Perform word processing
Write some programs

Mathematical Tasks

Count
Understand order (e.g., first, second,
last)
Understand concepts of greater than and
less than
Handle basic calculations (+,-,x,/)
Use numerical values from charts,
diagrams, tables
Use formulas (translating, substituting
values)

Writing Tasks

Produce intelligible written documents

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Talk
Speak clearly
Explain activities and ideas clearly
Interact with users

Manual Perceptual Tasks

Eye-hand coordination
Use keyboard skills

Special Considerations for This Worker

Limitations

Vision, feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Personal Strengths

Perseverance - 'want to'
Communications - interaction skills
Ability to learn and grow with new concepts

Financial Incentives for Hiring

None

Job Accommodations

Physical rehabilitation provided by Patricia Neal Rehabilitation Center.

Retraining for present job provided by Woodrow Wilson Rehabilitation Center.

Personal assistance for eating, drinking and bodily functions provided by spouse working in same building.

The following were accommodations provided by employer:

Removal of door, locks and latches;
Raised table and keyboard; installed hand brace at keyboard;

Arranged for individual to work only on first floor;

Access to emergency exit via sidewalk and ramps built in and around building.

Installed speaker phone because worker was unable to use regular phone.

Greenhouse Technician

Mental Retardation - Moderate



D.O.T. #405.684-014

Company Information

Company Name

Plant Interiors
319 North Rendon
New Orleans, LA

Description of Company

Interior plant maintenance company
with two greenhouses and small
nursery for outdoor plants.

Number of Employees

20 total company
20 this site

For more information, contact

John C. Abasiam
Supported Employment Facilitator
(504) 527-0368.

Requirements of This Job

Academic Credentials Required

Certificate of achievement

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Uniform

Job Information

Wages

\$3.65 per hour

Benefits

Paid sick days
FICA
Worker's compensation

Work Schedule

Seasonal status
2-6 days a week, 5-8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting

Greenhouse

Probationary Period

None

Employment History

1 year with company
1 year in this position

Narrative Description

Plant installation and maintenance - janitorial work.

Physical Demands

100% medium work

Physical Activities Performed

Push, pull, reach, climb, stoop,
kneel, crouch, turn, see, hear,
finger dexterity

Environmental Conditions

Hot, humid, wet, dirt

Special Conditions

Flexibility to move in work place

Work Group

Works alone and in small group

Standard Training Period

6 hours

Standard Amount of Direct Supervision

Minimal

Greenhouse Technician

Mental Retardation - Moderate

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Evaluate for accuracy and completeness

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Stay on the topic in job-related conversations

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment

Mathematical Tasks

Understand order (e.g., first, second, last)

Special Considerations for This Worker

Limitations

Reading, writing, spelling, mathematics, remembering, following spoken directions, following written directions, amount of directions given

Personal Strengths

Flexibility
Personality
Willingness to do what is required

Special Training

Job coach provided special training on a daily basis (25 hours total).

Financial Incentives for Hiring

None

Job Accommodations

A job coach was provided for additional support and training.

Other Job Replication Factors

Supported employment procedures

Grill Cook**Mental Retardation**

D.O.T. #313.361-022

Company InformationCompany Name

Friendly's Restaurant
West Farms Mall
West Hartford, CT 06107

Description of Company

Fast food restaurant - service for
tables and counter providing small
meals, ice cream-based desserts,
etc.

Number of Employees

50 this site

For more information, contact

Sally Bird
Job Seeking Skills/Placement Staff
Telephone number not provided

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

Some type of food training preferred

Examinations Required

None

Other Job Requirements

Uniform

Job InformationWages

Information not provided

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
Hours vary

Work Setting

Restaurant

Probationary Period

30 days

Employment History

Information not provided

Narrative Description

Grill assistant promoted to Grill
Cook. Employee sets up plates
for orders; cooks food from orders
given by waitresses; sets food on
plate in attractive manner, and
cleans grill and keeps area clean.

Physical Demands

10% sedentary, 80% light work,
10% medium work

Physical Activities Performed

Push, pull, reach, turn, see, color
vision, depth perception, hear,
sense of smell, sense of taste,
sense of touch, finger dexterity

Environmental Conditions

Dry, noise, inadequate ventilation,
mechanical hazards, cramped quarters,
burns

Special Conditions

Distracting conditions
High level of stress

Work Group

Small group

Standard Training Period

5 days

Standard Amount of Direct Supervision

Moderate

Grill Cook

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Evaluate for accuracy and completeness

Correct deficiencies

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Read handwritten orders

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment

Operate machine(s) (put blades in for specific process)

Set up machine(s)

Operate job-related power tool(s)

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Estimate quantities needed to do a job

Special Considerations for This Worker

Limitations

Interactions with coworkers, remembering, speaking, speed and reasoning, psychiatric concerns

Personal Strengths

Attendance

Punctual

Physical endurance

Special Training

The employee and job coach provided the initial week of special training.

The Transitional Employment Program provided 30 days of special training after which the employee entered permanent employment.

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Other Job Replication Factors

Awareness and involvement with transitional employment programs.

Job Accommodations

Job placement and followup services were provided by Easter Seal Agency.

The Capital Region Mental Health Center provide counseling and support to the employee.

Houseperson**Mental Retardation**

D.O.T. #323.687-014

Company InformationCompany Name

Hyatt Regency Phoenix
122 North 2nd Street
Phoenix, AZ 85004

Description of Company

Hotel providing hospitality service
to guests, including food functions,
lodging, and meeting facilities.

Number of Employees

500 this site

For more information, contact

Barbara Buhrow
Assistant Personnel Director
(602) 252-1234

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Age 16 minimum

Job InformationWages

\$3.35 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting

Hotel

Probationary Period

90 days

Employment History

4 years with company
1 year in this position

Narrative Description

Sweeps and mops rear stairwells;
wipes handrails. Beginning to train
in lockerroom clean-up (picks up
trash/towels) and dustmopping
basement hallways.

Physical Demands

25% light work, 75% medium work

Physical Activities Performed

Push, reach, climb, stoop, turn, see,
depth perception, hear, finger
dexterity

Environmental Conditions

Dry, dust, dirt

Special Conditions

None

Work Group

Works alone, one-to-one

Standard Training Period

Approximately 7 days

Standard Amount of Direct Supervision

Minimal

Houseperson

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen
Follow intent of oral directions
Talk
Stay on the topic in job-related conversations
Explain activities and ideas clearly

Computer Tasks

None

Mathematical Tasks

Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Retain numbers and areas where employee left off (even after a couple of days off)

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Reading, writing, spelling, mathematics
(all as related to mental retardation)

Personal Strengths

Remembers job tasks
Works on own
Knows work schedule
Good attendance record

Special Training

None

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Job Accommodations

Placement and follow-up services
through rehabilitation program.

Housing Attendant Coordinator

Physical Handicap

D.O.T. #309.354.010

Company Information

Company Name

Dayle McIntosh Center for the
Disabled
8100 Garden Grove Blvd., #2
Garden Grove, CA 92644

Description of Company

Independent living center for
disabled.

Number of Employees

28 total company
24 this site

For more information, contact

Paula Margeson
Deputy Director Programs
(714) 898-9571

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$1,161.32 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

6 months

Employment History

8 months with company
8 months in this position

Narrative Description

Assists handicapped clients with
their housing and/or attendant
care needs.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, turn, see, hear,
finger dexterity, maneuver wheelchair

Environmental Conditions

None

Special Conditions

None

Work Group

One-to-one

Standard Training Period

2 days

Standard Amount of Direct Supervision

Minimal

Housing Attendant Coordinator

Physical Handicap

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Obtain resources needed to carry out work

Collect and organize information

Summarize and draw conclusions

Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Handle basic calculations (+, -, x, /)

Writing Tasks

Copy accurately

Write legibly

Complete forms accurately

Write sentences in standard English

Organize, select, and relate ideas in writing

Produce intelligible written documents

Reading Tasks

Read simple directions

Read technical information

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Use appropriate vocabulary and grammar

Stay on the topic in job-related conversations

Report accurately what others have said

Give clear oral instructions and directions

Explain activities and ideas clearly

Effectively present information to groups

Manual Perceptual Tasks

Hand work

Special Considerations for This Worker

Limitations

Spelling, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, chronic pain

Special Training

None

Job Accommodations

None

Personal Strengths

Attitude

Personal experience

Organizational skills

Financial Incentives for Hiring

Job Training Partnership Act

Other Job Replication Factors

Be flexible with the disabled person's needs.

D.O.T. #045.107-010

Company InformationCompany Name

Center on Deafness
2250 Eaton Street
Edgewater, CO 80214

Description of Company

Human service agency providing
services to the hearing impaired
community.

Number of Employees

20 total company
20 this site

For more information, contact

Dale Dangremond, Executive Director
(303) 235-0015 (U/TDD)

Requirements of This JobAcademic Credentials Required

Master's degree

Work Experience Required

Work with hearing impaired popu-
lation and rehabilitation.

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$2,000 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

6 months

Employment History

1 year with company
1 year in this position

Narrative Description

Act as a counselor, vocational
evaluator, and case manager for
hearing impaired clients served
by the agency.

Physical Demands

75% sedentary, 25% light work

Physical Activities Performed

Stoop, kneel, sit, turn, see,
finger dexterity

Environmental Conditions

None

Special Conditions

High level of stress

Work Group

Small group

Standard Training Period

1 month

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Obtain resources needed to carry out work
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

Enter data into computers
Access data from computers

Mathematical Tasks

Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Prepare budgets

Writing Tasks

Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Construct, fabricate or assemble materials
Use keyboard skills
Develop visual presentations

Special Considerations for This Worker

Limitations

Writing, hearing, speaking

Special Training

None

Job Accommodations

Full time Telecommunications Devices for the Deaf (TDD's) and interpreters provided for communications. (\$16,000/year interpreter; \$300/TDD).

Personal Strengths

Intelligent
Interrelates with coworkers/professionals
Represents self in a professional manner

Financial Incentives for Hiring

None

Inspector

Epilepsy



D.O.T. #726.381-010

Company Information

Company Name

Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company

Production of printed circuit
boards.

Number of Employees

Approximately 80,000 total company
Approximately 475 this site

For more information, contact

Brenda Lulford, Supervisor
(505) 345-3311 ext. 2143

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Preferred with performance standard

Examinations Required

None

Other Job Requirements

Dress code

Job Information

Wages

\$7.07 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Factory

Probationary Period

6 months

Employment History

9 years with company
6 months in this position

Narrative Description

Perform to standard company inspection of modules. Unwraps modules and prepares for baking. Puts connectors on modules and builds connectors.

Physical Demands

95% sedentary, 5% light work

Physical Activities Performed

Push, pull, reach, balance, sit, turn, see, color vision, hear, finger dexterity

Environmental Conditions

Noise

Special Conditions

High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group

Works alone, one-to-one, and in large group

Standard Training Period

40 hours

Standard Amount of Direct Supervision

Minimal

Inspector

Epilepsy

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions

Computer Tasks

Enter data into computers
Access data from computers

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/)
Estimate quantities needed to do a job
Use numerical values from charts, diagrams, tables

Writing Tasks

Copy accurately
Write legibly

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Operate machine(s)
Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Low frustration tolerance, acceptance of supervision, interactions with coworkers, standing, walking, remembering, following spoken directions, seizure disorder.

Special Training

Periodically, supervisors and coworkers repeat instructions, as necessary.

Job Accommodations

Coworkers available to help and call the nurse for seizure precaution.
A special chair with arms and a seatbelt is being considered for this employee.
Family drives employee to work due to medical limitation.

Personal Strengths

Attendance
Willingness to try
Determination

Financial Incentives for Hiring

None

Janitor/Maintenance

**Multiple Handicaps - Mental
Retardation, Physical Handicap**



D.O.T. #381.687-014

Company Information

Company Name

North Mall Associates
351 Loucks Road
York, PA 17404

Description of Company

Owner/Manager of enclosed shopping
center. Total area 46 acres
- 308,627 square feet.

Number of Employees

8 total company
8 this site

For more information, contact

Lucinda K. Hart, Mall Manager
(717) 848-6136

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Janitorial or some type of training
preferred

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$3.45 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting

Shopping mall

Probationary Period

30 days

Employment History

10 months with company
10 months in this position

Narrative Description

General building janitorial work -
vacuuming, cleaning and stocking
bathrooms, keeping mall clean,
cleaning outside perimeter, opening
and closing of mall security system,
and some light duty maintenance.

Physical Demands

25% sedentary, 25% light work,
50% medium work

Physical Activities Performed

Push, pull, reach, stoop, kneel,
turn, see, hear, sense of smell,
sense of touch, finger dexterity

Environmental Conditions

Dirt, odors, noise, moving objects

Special Conditions

None

Work Group

One-to-one

Standard Training Period

7 days

Standard Amount of Direct Supervision

Minimal

Janitor/Maintenance

**Multiple Handicaps - Mental
Retardation, Physical Handicaps**

Significant Duties

Leadership/Administrative/Managerial

Implement company policies

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate
procedures

Conduct work activities in appropriate
sequence

Obtain resources needed to carry out
work

Evaluate for accuracy and completeness

Correct deficiencies

Summarize and draw conclusions

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Report accurately what others have
said

Explain activities and ideas clearly

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and
equipment

Operate job-related power tool(s)

Mathematical Tasks

Count

Understand order (e.g., first, second,
last)

Other Significant Duties or Job Features

Must open and close the mall's security
system.

Special Considerations for This Worker

Limitations

Heights, lifting, carrying, following
written directions, cannot work outside
because of sensitivity to sunlight,
walking (wears special shoes)

Personal Strengths

Follows directions

Uses common sense

Is on time and dependable

Special Training

None

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Job Accommodations

Co-workers are more patient in response
to this worker's inquisitiveness. Co-
workers perform duties employee cannot
perform, e.g., changing light bulbs
(because of problems with heights).
Employee allowed to rest often to
accommodate physical disability.

Other Job Replication Factors

Understanding and patience

Job Placement Coordinator**Polio - Leg Impairment**

D.O.T. #166.267-034

Company InformationCompany Name

Mainstream, Inc. Project LINK
2121 San Jacinto, Suite 855
Dallas, TX 75201

Description of Company

Free employment service to
disabled persons

Number of Employees

13 total company
4 this site

For more information, contact

Larry Underwood, Regional Manager
(214) 969-0118

Requirements of This JobAcademic Credentials Required

Bachelor's degree

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$1500 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 7 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

90 days

Employment History

11 months with company
3 months in this position

Narrative Description

Assists about 6 clients per week
(300+ per year) in their job search;
conducts extensive telephone work;
leads job clubs every other week
for 3 hours per session; logs
referrals, placements, returns, etc.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, turn, see

Environmental Conditions

None

Special Conditions

High level of stress

Work Group

Small group

Standard Training Period

90 days

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

Implement company policies
Represent the company at internal functions

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

Access data from computers

Mathematical Tasks

None

Writing Tasks

Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing

Reading Tasks

Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

None

Special Considerations for This Worker

Limitations

Carrying, balancing, standing, walking, climbing, kneeling, squatting, bending

Special Training

None

Job Accommodations

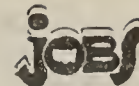
Office moved to floor with an accessible bathroom.

Personal Strengths

Listening skills - hearing what clients are/aren't saying
Teamwork skills - helping meet needs of other staff
Organizational skills - organizing and time management

Financial Incentives for Hiring

None

Laborer in Returned Merchandise**Learning Disability**

D.O.T. #790.687-026

Company InformationCompany Name

House of Windsor
Orchard Road
Yoe, PA 17313

Description of Company

Cigar, chewing tobacco, and smoking
tobacco manufacturer

Number of Employees

200 total company
200 this site

For more information, contact

Brian J. Hershner
Plant Superintendent
(717) 244-4501

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Age 18 minimum

Job InformationWages

\$4.25 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
6:00 a.m. to 2:30 p.m.

Work Setting

Factory

Probationary Period

30 days

Employment History

60-90 days with company
60-90 days in this position

Narrative Description

Employee opens returned smoking tobacco and empties contents into various tubs for reconditioning.

Physical Demands

90% sedentary, 10% light work

Physical Activities Performed

Push, pull, reach, stoop, sit, turn, see, finger dexterity

Environmental Conditions

Dust, dirt

Special Conditions

None

Work Group

Small group

Standard Training Period

8 hours

Standard Amount of Direct Supervision

Minimal

Laborer in Returned Merchandise

Learning Disability

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

None

Reading Tasks

Identify work-related symbols/signs

Computer Tasks

None

Communication Tasks

None

Mathematical Tasks

Understand concepts of greater than
and less than

Manual Perceptual Tasks

Hand work

Special Considerations for This Worker

Limitations

Slow learner

Personal Strengths

Works with others

Attendance

Interest in the job

Special Training

None

Financial Incentives for Hiring

None

Job Accommodations

None

Live-in-Companion/Helper

**Mental Illness - Schizophrenia
(Chronic Undifferentiated Type)**



D.O.T. #309.677-010

Company Information

Company Name

Self-employed in a private home in
Hot Springs, AR

Description of Company

Provides assistance to a homebound
individual who is physically handi-
capped.

Number of Employees

1 total company

For more information, contact

Wanda Harris, Program Coordinator
(501) 624-6329

Requirements of This Job

Academic Credentials Required

General knowledge of household
duties and personal hygiene

Work Experience Required

Worked as live-in companion in
other private homes

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

Information not provided

Benefits

Meals/lodging/residential
living costs

Work Schedule

Permanent status
7 days a week, 24 hours a day

Work Setting

Private home

Probationary Period

1 week

Employment History

Approximately 1 year with
company
Approximately 1 year in this
position

Narrative Description

Live-in companion performing
general household duties, including
personal hygiene, bathing, etc.

Physical Demands

80% sedentary, 20% light work

Physical Activities Performed

Push, pull, reach, stoop, kneel,
sit, turn, see, color vision, hear,
sense of smell, sense of taste,
sense of touch, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

One-to-one

Standard Training Period

Learned skills

Standard Amount of Direct Supervision

Moderate

Live-in-Companion/Helper

Mental Illness - Schizophrenia
(Chronic Undifferentiated Type)

Significant Duties

Leadership/Administrative/Managerial

Suggestions and help as told

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Recognize the effects of changing quantity or quality of materials

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Writing Tasks

Copy accurately

Write legibly

Reading Tasks

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment (household equipment/cleaning supplies)

Operate machine(s) (vacuum)

Special Considerations for This Worker

Limitations

Acceptance of supervision, interaction with employer, remembering

Special Training

None

Job Accommodations

Transportation provided as necessary by Small Group Work Therapy staff for appointments.

Counseling as necessary by Small Group Work Therapy Staff for support and assistance.

Personal Strengths

Strong personality

Determination to make the job a success

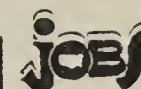
Reliable

Financial Incentives for Hiring

None

Other Job Replication Factors

Education about disabilities (mental or physical illness); understanding and consideration.

Machine Operator**Emotional Problems, Alcoholism**

D.O.T. #680.686-018

Company InformationCompany Name

Fibre Processing
Grienier Field
Manchester, NH

Description of Company

Reprocessing plant - wool garments
and scraps are shredded into
fibers for reuse.

Number of Employees

15 total company

For more information, contact

Jim Brown, Plant Manager
(603) 669-1520

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

Able and willing to operate machinery
preferred.

Examinations Required

None

Other Job Requirements

Age 18 minimum, driver's license,
own vehicle

Job InformationWages

\$5.00 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting

Cloth reprocessing

Probationary Period

30 days

Employment History

5 months with company
5 months in this position

Narrative Description

Operates machine that shreds and
grinds cloth into fibers.

Physical Demands

10% sedentary, 50% light work,
40% medium work

Physical Activities Performed

Push, pull, reach, turn, see,
finger dexterity

Environmental Conditions

Dust, dirt, noise

Special Conditions

None

Work Group

Works alone

Standard Training Period

1 month

Standard Amount of Direct Supervision

Minimal

Machine Operator

Emotional Problems, Alcoholism

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen

Follow intent of oral directions

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Operate machine(s) (shredder/grinder)

Mathematical Tasks

None

Special Considerations for This Worker

Limitations

Interactions with coworkers, anxiety, low stress tolerance

Personal Strengths

Wants to work

Dependable

Not fearful of machinery

Special Training

None

Financial Incentives for Hiring

None

Job Accommodations

Agency initiated placement plan, job seeking skills, and job development to accommodate employee's history of emotional problems and not working for 13 years.

Employer preferred training employee. Supervisor and placement staff conversed regularly as to employee's progress. Employer maintained high profile and support during transition.

Employee met with staff at least once per week for support and counseling to discuss work and transition.

Machine Operator**Mental Retardation - Mild**

D.O.T. #619.685-062

Company InformationCompany Name

Name not provided
Walnut Street
Reading, PA 19601

Description of Company

Manufactures brushes used primarily in custodial industry.

Number of Employees

50 total company

For more information, contact

Susan Borchers, Area Manager
(215) 375-2157

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Age 18 minimum

Job InformationWages

\$4.25 per hour
\$5.25 per hour upon completion of
probationary period

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:45 p.m.

Work Setting

Factory

Probationary Period

3 months

Employment History

2.5 months with company
2.5 months in this position

Narrative Description

Wooden brush base is placed on machine and secured. Machine automatically punches holes in the base and stops automatically. The completed brush base is placed into another section of machine which inserts bristles into holes and simultaneously places another base in the machine to be punched.

Physical Demands

100% medium work

Physical Activities Performed

Push, pull, reach, stoop, turn, see, depth perception, sense of touch, finger dexterity

Environmental Conditions

Hot, dust, dirt, noise, mechanical hazards, moving objects

Special Conditions

High rate of production
High level of stress

Work Group

Works alone

Standard Training Period

5 days

Standard Amount of Direct Supervision

Minimal

Machine Operator

Mental Retardation - Mild

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Recognize the effects of changing quantity or quality of materials

Reading Tasks

None

Communication Tasks

None

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)

Mathematical Tasks

Understand order (e.g., first, second, last)

Special Considerations for This Worker

Limitations

Interactions with coworkers, reading, writing, spelling, mathematics (related to disability), following written directions

Personal Strengths

Stamina
Maintains interest in spite of monotony
Dexterity and coordination

Special Training

On site trainers from the AHEDD agency provided 2 days of special training to assist in increasing production. The employee was retained after the special training.

Financial Incentives for Hiring

None

Job Accommodations

AHEDD agency counselor provided support through on site visits and home phone calls to accommodate employee's insecurity.
On-site trainer provided step saving tips to help employee to dramatically increase production level and complete job tasks simultaneously.

Other Job Replication Factors

Patience and understanding!!
Willingness to give someone a chance.
Keep an open mind.

Machinist**Hearing & Speech Impairment**

D.O.T. #652.382-010

Company InformationCompany Name

Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company

A research and development multi-program institution whose principal goal is the development of technologies for efficient production and use of energy

Number of Employees

16,000 this company
5,000 this site

For more information, contact

Rebecca Jackson
Affirmative Action Coordinator
(615) 574-2231

Requirements of This JobAcademic Credentials Required

Machinist Training

Work Experience Required

15 months minimum

Examinations Required

Physical
Vision

Other Job Requirements

None

Job InformationWages

\$13.00 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting

Factory

Probationary Period

90 days

Employment History

5 years with company
5 years in this position

Narrative Description

Fabrication of parts from print machining.

Physical Demands

100% light work

Physical Activities Performed

Push, pull, reach, see, finger dexterity

Environmental Conditions

Mechanical hazards
Moving objects

Special Conditions

Precision/quality

Work Group

Large group

Standard Training Period

None

Standard Amount of Direct Supervision

Moderate

Machinist

Hearing and Speech Impairment

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Recognize the effects of changing quantity or quality of materials
Evaluate for accuracy and completeness

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

None

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Handle basic calculations (+, -, x, /)
Make and use measurements

Special Considerations for This Worker

Limitations

Acceptance of supervision, interactions with coworkers, reading, writing, spelling, mathematics, vision, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, hearing, speaking

Personal Strengths

Ability to follow written and sign language instructions.

Financial Incentives for Hiring

None

Special Training

Our personnel went to sign language school.

Job Accommodations

Interpreter is used when required.
Fixed day shift was scheduled to accommodate handicapping condition.

Maintenance Worker**Learning Disability**

D.O.T. #899.381-010

Company InformationCompany Name

Water Street Pavilion
One Water Street
Flint, MI 48502

Description of Company

A festival market; fast food shops (22); main restaurants (2); general retail shops (18); and a food court.

Number of Employees

44 total company

For more information, contact

Bruce L. Croff
Director of Maintenance and
Housekeeping
(313) 239-9000

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Age 16 minimum, on call, dress code

Job InformationWages

\$4.75 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule

Seasonal status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Shopping mall

Probationary Period

90 days

Employment History

18 months with company
18 months in this position

Narrative Description

Employee is on the maintenance staff. Duties include painting, dry wall, carpentry, plumbing, some electrical work and cleaning.

Physical Demands

50% sedentary, 25% light work,
25% medium work

Physical Activities Performed

Push, pull, reach, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions

Hot, cold, humid, wet, dust, dirt, mechanical hazards, high places, electrical hazards

Special Conditions

Distracting conditions

Work Group

Works alone and in small group

Standard Training Period

30 days

Standard Amount of Direct Supervision

Moderate

Maintenance Worker

Learning Disability

Significant Duties

Leadership/Administrative/Managerial

Represent the company at internal functions

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Identify alternative approaches or solutions

Evaluate for accuracy and completeness

Summarize and draw conclusions

Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Understand concepts of greater than and less than

Handle basic calculations (+, -, x, /)

Estimate quantities needed to do a job

Make and use measurements

Writing Tasks

None

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Stay on the topic in job-related conversations

Report accurately what others have said

Explain activities and ideas clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment (carpentry, electrical, and plumbing and maintenance hand tools)

Tend machine(s) (saws and drill press)

Operate machine(s) (saws and drill press)

Set up machine(s)

Operate job-specific power tool(s) (saws, drills, grinders, power washer)

Special Considerations for This Worker

Limitations

Acceptance of supervision, reading, writing, spelling

Special Training

None

Job Accommodations

None

Personal Strengths

Completes jobs as requested

Will find work on own to keep busy

Will work any time when called

Financial Incentives for Hiring

None

Maintenance Worker**Mental Retardation**

D.O.T. #381.687-014

Company InformationCompany Name

Self Service Gas Stations
Salt Lake City, UT

Description of Company

Chain of self-service gasoline
stations.

Number of Employees

33 total company

For more information, contact

Barrie Nielson
Division of Vocational
Rehabilitation Specialist
Telephone number not provided

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

Preferred

Examinations Required

None

Other Job Requirements

Uniform

Job InformationWages

\$4.00 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting

Service stations

Probationary Period

None

Employment History

6 months with company
6 months in this position

Narrative Description

Employee sweeps and washes the
pavements, cleans restrooms, windows,
etc. Works at different gas stations
each day.

Physical Demands

100% medium work

Physical Activities Performed

Push, pull, reach, stoop, kneel,
crouch, see, hear, finger dexterity

Environmental Conditions

Hot, cold, noise

Special Conditions

None

Work Group

Works alone

Standard Training Period

1 month

Standard Amount of Direct Supervision

Moderate

Maintenance Worker

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen

Follow intent of oral directions

Talk

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment (maintenance and janitorial tools and equipment)

Mathematical Tasks

None

Special Considerations for This Worker

Limitations

Reading, writing, spelling, mathematics, following written directions

Personal Strengths

Eye-hand coordination

Proper dress and grooming

Keeps busy

Special Training

A job coach provided 100% of the initial special training. The employee entered permanent employment upon completion of the special training.

Financial Incentives for Hiring

None

Job Accommodations

Agency provided placement and job training and additional supervision to learn the job.

Manufacturing Clerk**Stuttering**

D.O.T. #222.387-058

Company InformationCompany Name

Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company

Manufacture and distribute
physical fitness equipment and
related products.

Number of Employees

Approximately 2500 total company
Approximately 2000 this site

For more information, contact

Aimee B. Sikes, Personnel Assistant
(205) 745-1375

Requirements of This JobAcademic Credentials Required

GED

Work Experience Required

Prefer sufficient experience to
show responsibility for attending
regularly, etc.

Examinations Required

Physical

Other Job Requirements

18 years of age minimum
Driver's license

Job InformationWages

\$7.06 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule

Permanent status
5-6 days a week, 8 hours a day

Work Setting

Factory, office

Probationary Period

3 months

Employment History

5 years with company
4.5 years in this position

Narrative Description

Inventory and disburse manufacturing
supplies. Pick up and deliver
from vendors in emergency situations.
Relate to people inside and outside
the company.

Physical Demands

100% medium work

Physical Activities Performed

Push, pull, reach, climb, balance,
stoop, crouch, sit, turn, see,
color vision, depth perception

Environmental Conditions

None

Special Conditions

Precision/quality
Distracting conditions

Work Group

One-to-one

Standard Training Period

3 months

Standard Amount of Direct Supervision

Minimal

Manufacturing Clerk

Stuttering

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Recognize the effects of changing quantity or quality of materials

Evaluate for accuracy and completeness

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Estimate quantities needed to do a job

Use numerical values from charts, diagrams, tables

Writing Tasks

Copy accurately

Write legibly

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Report accurately what others have said

Explain activities and ideas clearly

Manual Perceptual Tasks

Eye-hand coordination

Construct, fabricate or assemble materials

Special Considerations for This Worker

Limitations

Speaking

Special Training

None

Job Accommodations

Because people find employee hard to understand, employee made several calling cards which say, "I am a stutterer - please be patient," to accommodate communication with others.

Personal Strengths

Analyze pressure points in a situation

Patience with employees served

Hold firm in disagreements

Financial Incentives for Hiring

None

Other Job Replication Factors

Allow the employee to prove self.

Initially, this placement seemed a poor idea. However, employee's fine attitude and independent spirit helped overcome any obstacles that have surfaced. Employee handles hecklers firmly but patiently.

Masonry Fill Bagger

**Mental Retardation
(Down Syndrome)**



D.O.T. #920.587-018

Company Information

Company Name

Plymouth Foam Products
1000 Sunset Drive
Plymouth, WI 53073

Description of Company

Expanded polystyrene insulation
and packaging products.

Number of Employees

25 total company
25 this site

For more information, contact

Paul J. Schwaller, Sales
(414) 893-0535

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Preferred

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$3.50 per hour

Benefits

Paid vacation
Paid holidays
Pension
Life insurance

Work Schedule

Permanent status
5-6 days a week, 8-9.5 hours a
day
7:00 a.m. to 5:00 p.m.

Work Setting

Factory

Probationary Period

Yes

Employment History

14 months with company
14 months in this position

Narrative Description

Employee fills 5'3" bags with ground
expanded polystyrene, ties top of
bag closed, stacks bags on pile (60-
80 bags/hour). Other duties include
general clean up and floor sweeping
throughout plant.

Physical Demands

98% medium work, 2% heavy work

Physical Activities Performed

Turn, see, depth perception, hear,
sense of touch, finger dexterity

Environmental Conditions

Dust, cramped quarters

Special Conditions

None

Work Group

Works alone

Standard Training Period

2 hours

Standard Amount of Direct Supervision

Minimal

Masonry Fill Bagger

Mental Retardation (Down Syndrome)

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Understand order (e.g., first, second, last)

Understand concepts of greater than and less than

Writing Tasks

None

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Low frustration tolerance, acceptance of supervision, interactions with co-workers, requires constant supervision, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, lifting, carrying, limited stamina

Special Training

Placement officer provides weekly special training in system setup, eye-hand coordination, and timing requirements (using watch or time-keeping device). If successful, worker will be offered permanent employment.

Job Accommodations

Special time is allocated to monitor performance because this worker requires constant supervision.

Personal Strengths

Self motivation

Performs simple repetitive tasks with hand coordination

Self discipline and understanding of rate and production

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Other Job Replication Factors

The placement agency helped by determining which (if any) individual would be self-paced and self-motivated on a very repetitious job.

D.O.T. #184.167-030

Company InformationCompany Name

Ozark Public Telecommunications, Inc.
1101 N. Summit
Springfield, MO 65802

Description of Company

Communication
Public television station

Number of Employees

23 total company
5 this site

For more information, contact

Clay Henshaw
Master Control Room Operator
(417) 865-2100 or 883-8871

Requirements of This JobAcademic Credentials Required

GED
Federal Communications Commission
License

Work Experience Required

Control room operation, one year

Examinations Required

None

Other Job Requirements

None

Job InformationWages

Information not provided

Benefits

Paid vacation
Paid holidays
Paid sick days
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting

Control room - TV station

Probationary Period

90 days

Employment History

11 years with company
11 years in this position

Narrative Description

Coordinates audio/visual TV programming, sets up video tapes and slides and makes station breaks. Responsible for on-air programming. Operates master control room switcher for on-air programming.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, see, color vision, finger dexterity

Environmental Conditions

Electrical hazards

Special Conditions

Precision/quality
Distracting conditions
High level of stress

Work Group

Works alone

Standard Training Period

6 months

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Recognize the effects of changing quantity or quality of materials

Analyze and synthesize information

Identify alternative approaches/solutions

Correct deficiencies

Summarize and draw conclusions

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Understand concepts of greater than and less than

Handle basic calculations (+, -, x, /)

Have to tell times, interpret program lengths/times

Writing Tasks

Write legibly

Complete forms accurately

Write sentences in standard English

Organize, select, and relate ideas in writing

Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Stay on the topic in job-related conversations

Give clear oral instructions and directions

Explain activities and ideas clearly

Manual Perceptual Tasks

Hand work

Use job-specific hand tools and equipment

Tend machines

Operate machine(s) (typewriter)

Set up machines(s)

Use keyboard skills

Operating switcher requires

Eye-hand coordination

Special Considerations for This Worker

Limitations

Standing, walking, climbing, kneeling, squatting, bending

Special Training

None

Job Accommodations

Removed partitions to make bathroom accessible.

Installed ramp to make control room accessible (\$75.00).

Personal Strengths

Stamina to work under pressure

Concentration

Manual dexterity

Financial Incentives for Hiring

None

Other Job Replication Factors

Control room design needs to be open for wheelchair access - recommend use of Building Officials and Code Administrators International standards

D.O.T. #355.674-014

Company InformationCompany Name

Chicora Medical Center
Box Q
Chicora, PA 16025

Description of Company

Skilled and intermediate care
nursing home.

Number of Employees

75 total company
75 this site

For more information, contact

Hazel Mourer, DON
(412) 445-2000

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

Physical

Other Job Requirements

Age 16 minimum
Uniform
Dress code

Job InformationWages

\$4.78 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00-4:00, 4:00-12:00, 12:00-8:00
Rotating shifts if needed

Work Setting

Skilled and intermediate nursing
facility

Probationary Period

Yes

Employment History

4 years with company
4 years in this position

Narrative Description

Performs routine duties to assist
professional nursing staff.

Physical Demands

25% light work, 70% medium work,
5% heavy work

Physical Activities Performed

Push, pull, reach, stoop, kneel, sit,
turn, see, hear, sense of smell,
sense of touch, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Small group

Standard Training Period

10 days

Standard Amount of Direct Supervision

Moderate - under close and constant
supervision of professional, licensed
nurses.

Nurse's Aide

Slow Learner

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Use appropriate vocabulary and grammar

Stay on the topic in job-related conversations

Report accurately what others have said

Computer Tasks

None

Mathematical Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Acceptance of supervision

Personal Strengths

Can be very personable

Has a lot of energy

Is always neat and has a smile

Special Training

Supervisor provided extensive, repetitive training.

Financial Incentives for Hiring

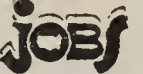
None

Job Accommodations

None

Occupational Therapist

**Absence of Left Forearm -
Congenital**



D.O.T. #076.121-010

Company Information

Company Name

Crippled Children's Hospital and
School
2501 W. 26 St.
Sioux Falls, SD 57105

Description of Company

Therapy and Education for
handicapped children

Number of Employees

200 total company
200 this site

For more information, contact

Harvey Vogel, Director
Evaluation and Planning for
Infants and Children
(605) 336-1840

Requirements of This Job

Academic Credentials Required

Bachelor's degree
Occupational Therapist Registered
certificate

Work Experience Required

Experience in pediatric occupational
therapy preferred.

Examinations Required

Physical

Other Job Requirements

Driver's license
Dress code

Job Information

Wages

Salaried - information not
provided

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting

Hospital/school/recreational
areas

Probationary Period

None

Employment History

1 year with company
1 year in this position

Narrative Description

Provides services at the hospital -
school through outreach and home
program presentations. Provides
in-service training for medical
students. Plans, organizes,
directs, and implements occupational
therapy programs designed to meet
individual needs. Uses a trans-
disciplinary approach.

Physical Demands

75% sedentary, 25% light work

Physical Activities Performed

Push, pull, reach, climb,
balance, stoop, kneel, sit,
see, color vision, depth perception,
sense of smell, sense of taste,
sense of touch, finger dexterity

Environmental Conditions

Travel; rural driving, often in
inclement weather

Work Group

Small group

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Occupational Therapist

**Absence of Left Forearm -
Congenital**

Significant Duties

Leadership/Administrative/Managerial

Implement company policies
Represent the company at internal functions
Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches/solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Make and use measurements
Use formulas

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Develop visual presentations

Special Considerations for This Worker

Limitations

Minimal problem due to use of prothesis in carrying, lifting, reaching, grasping, handling, fingering, pushing pulling, feeling/sensory

Special Training

None

Job Accommodations

None

Personal Strengths

Cheerfulness
Willingness
Hard work

Financial Incentives for Hiring

None

Occupational Therapist

Paraplegia



Company Information

Company Name

St. Joseph's Hospital and Health
Center
30 West Seventh Street
Dickinson, ND 58601

Description of Company

Acute care hospital with inpatient
alcohol and other drug abuse unit
and inpatient psychiatric unit.

Number of Employees

304 total company
304 this site

For more information, contact

Jim Diemert
Director of Rehabilitation
(701) 225-7387

Requirements of This Job

Academic Credentials Required

Bachelor's degree
American Occupational Therapy
Association certification
North Dakota license

Work Experience Required

Psychiatric and alcohol and drug
training preferred (2-3 years).

Examinations Required

Physical

Other Job Requirements

None

Job Information

Wages

\$1958 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

3 months

Employment History

6 years with company
6 years in this position

Narrative Description

Employee provides group and individual therapy on goals such as self esteem, assertiveness, sexuality, anger, goal setting, responsibility.

Physical Demands

100% sedentary

Physical Activities Performed

Push, pull, reach, sit, turn, see, color vision, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions

Dust, dirt, odors, noise, inadequate ventilation, mechanical hazards, moving objects

Special Conditions

High level of stress (deadlines, etc.)

Work Group

One-to-one, small and large groups

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches or solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Calculate costs
 Use numerical values from charts, diagrams, tables
 Make and use measurements
 Use formulas (translating, substituting values)
 Prepare budgets

Writing Tasks

Write legibly
 Complete forms accurately
 Write sentences in standard English
 Organize, select, and relate ideas in writing
 Produce intelligible written documents
 Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly
 Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
 Hand work
 Construct, fabricate or assemble materials
 Use job-specific hand tools and equipment
 Tend machine(s)
 Operate machine(s)
 Set up machine(s)
 Operate job-related power tool(s)
 Use keyboard skills
 Develop visual presentations

Special Considerations for This Worker

Limitations

Lifting, carrying, standing, walking,
kneeling, squatting

Special Training

None

Job Accommodations

Employer remodeled confined areas
to accommodate wheelchair
(\$5,000); built ramps and designated
a few parking spaces (\$1,000).

Personal Strengths

Enthusiasm
Intellectual skills
Analytical skills

Financial Incentives for Hiring

None

Other Job Replication Factors

It was really very easy - things the
hospital did should have been done
anyway.



Office Assistant

Autism

D.O.T. #239.567-010

Company Information

Company Name

Jefferson Federation of Teachers
2617 Edenborn Ave.
Metairie, LA 70003

Description of Company

Union office for Jefferson Parish
teachers

Number of Employees

10 this company
10 this site

For more information, contact

Michele Galjour
Employment Specialist
(504) 737-1475

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Job Information

Wages

\$3.35 per hour

Benefits

None

Work Schedule

Seasonal status - during school
year
3 days a week, hours vary
11:00 a.m. to 4:00 p.m.

Work Setting

Office

Probationary Period

None

Employment History

7 months with company
7 months in this position

Narrative Description

Light office duties - making copies,
folding papers, preparing daily and
bulk mailings.

Physical Demands

70% sedentary, 30% light work

Physical Activities Performed

Reach, stoop, kneel, sit, turn, see,
hear, finger dexterity

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

Works alone or in small group

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Correct deficiencies

Reading Tasks

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Operate machine(s)

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Estimate quantities needed to do a job

Special Considerations for This Worker

Limitations

Interactions with coworkers, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, following written directions.

Personal Strengths

Consistency

Perfect attendance

Financial Incentives for Hiring

None

Special Training

Job coach provides ongoing training (e.g., adapt counting of packets to sets of 10).

Other Job Replication Factors

The job can easily be available to other special students through job accommodations.

Job Accommodations

The special job was created for the student employee.

Job coach taught employee to use copy machine and trained staff to do followup.

Employment specialist provided extensive pedestrian safety training to enable employee to walk a quarter of a mile to work and cross a busy four-lane street.

Owner/Manager

Quadraplegia C-4

D.O.T. #184.117-014

Company InformationCompany Name

Handicabs of Maine, Inc.
9 Leeman Street
Portland, ME 04103

Description of Company

Wheelchair transporter service

Number of Employees

10 total company
10 this site

For more information, contact

M. S. Harmon, President
(207) 773-1844

Requirements of This JobAcademic Credentials Required

Bachelor's degree

Work Experience Required

None

Examinations Required

None

Other Job Requirements

On call, dress code

Job InformationWages

\$2,000 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule

Permanent status
6 days a week, 6 hours a day
11:00 a.m. to 5:00 p.m.

Work Setting

Office and outside sales calls

Probationary Period

None

Employment History

9 months with company
9 months in this position

Narrative Description

Owner and manager of small transportation business. Supervise all aspects of operation.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see

Environmental Conditions

None

Special Conditions

High level of stress (deadlines etc.)

Work Group

Works alone, one-to-one, and in small and large groups

Standard Training Period

1 month

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
 Develop company policies
 Implement company policies
 Recruit, hire, and terminate personnel
 Specify goals and work tasks of others
 Supervise personnel
 Represent the company at internal functions
 Represent the company at external functions
 Report to a board of directors

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches or solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Calculate costs
 Use numerical values from charts, diagrams, tables
 Construct diagrams, charts, records using numerical calculations
 Make and use measurements
 Use formulas (translating, substituting values)
 Prepare budgets

Writing Tasks

Copy accurately
 Write legibly
 Complete forms accurately
 Write sentences in standard English
 Organize, select, and relate ideas in writing
 Produce intelligible written documents
 Identify and correct errors in writing
 Subcontract writing

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly
 Effectively present information to groups

Manual Perceptual Tasks

Develop visual presentations

Computer Tasks

Enter data into computers
 Access data from computers
 Perform word processing
 Write programs
 Perform systems analysis

Special Considerations for This Worker
--

Limitations

Low frustration tolerance, writing skills, feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, cannot work alone, remembering

Special Training

None

Job Accommodations

Works p.m. schedule only.
Hired personal care attendant/coworkers for necessary care and work requirements.
Purchased telephone holder and phone equipment to accommodate communication needs.
Raised table to accommodate wheelchair.
Uses bulletin boards for papers.
Made building accessible.
Uses van with lift and driver.

Personal Strengths

Organization
Discipline
Persistence

Financial Incentives for Hiring

Tax advantages

Other Job Replication Factors

People who are disabled should not wait to be hired - start your own company.
This is my second one.

Owner/Operator

Blindness - Legal



D.O.T. #529.137-042

Company Information

Company Name

William Don Boone
Route 2, Box 298
Spring Hope, NC 27882

Description of Company

Subcontractor providing chicken house, labor, and utilities to produce hatching eggs for broiler industry. Purchasing companies provide all other supplies.

Number of Employees

1 total company

For more information, contact

William Don Boone, Owner/Operator
(919) 853-2987

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

General farm work preferred
(as much as possible)

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

Varies based on egg production

Benefits

None

Work Schedule

Permanent status
7 days a week, 5-15 hours a day
7:00 a.m. to 10:00 p.m.
(peak time based on production)

Work Setting

Farm

Probationary Period

None

Employment History

3 years with company
3 years in this position

Narrative Description

Maintains equipment. Gathers, cleans, and grades eggs (direct contact with the chickens).

Physical Demands

10% sedentary, 90% light work

Physical Activities Performed

Reach, balance, stoop, sit, turn, see, sense of touch, finger dexterity, a lot of walking

Environmental Conditions

Dust, odors, noise, mechanical hazards, moving objects

Special Conditions

Distracting conditions

Work Group

Works alone

Standard Training Period

2 months

Standard Amount of Direct Supervision

None

Owner/Operator

Blindness - Legal

Significant Duties

Leadership/Administrative/Managerial

Implement company policies

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Count

Use numerical values from charts, diagrams, tables

Writing Tasks

Write legibly

Reading Tasks

Read simple directions

Communication Tasks

Listen

Speak clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Interaction with coworkers, writing, vision

Special Training

None

Job Accommodations

Family assists with on-going need for transportation.

Owner installed bathroom facility in chicken house (\$35.00).

Personal Strengths

Works long hours

Strives to maintain acceptable quality level

Enjoys work

Financial Incentives for Hiring

None

Other Job Replication Factors

Provide a complete explanation of the job and sufficient time for employee to adapt.

Owner/Operator

Multihandicaps - Lower Leg Pros-
thesis, Heart Problem, Diabetes,
Rheumatoid Arthritis, Ulcer



D.O.T. #252.157-010

Company Information

Company Name

Industrial Travelodge
R.R. #2
Winthrop, IA 50682

Description of Company

Travel agency specializing in
travelers age 55 and over.

Number of Employees

10 total company
2 this site

For more information, contact

N.M. Adams, Owner
(319) 934-3313-4

Requirements of This Job

Academic Credentials Required

Bachelor's degree
License

Work Experience Required

Required

Examinations Required

None

Other Job Requirements

Age, chauffeur's license, own
vehicle, union membership, bondable,
dress code

Job Information

Wages

Information not provided

Benefits

None

Work Schedule

Permanent status
7 days a week, 5 hours a day
5:00 p.m. to 10:00 p.m.

Work Setting

Farm

Probationary Period

None

Employment History

20 years with company
20 years in this position

Narrative Description

Boss and responsible for agency.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see, hear, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Works alone, one-to-one, and in
small group

Standard Training Period

Months

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
Develop company policies
Implement company policies
Recruit, hire, and terminate personnel
Specify goals and work tasks of others
Supervise personnel
Represent the company at internal functions
Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Make and use measurements
Use formulas (translating, substituting values)
Prepare budgets

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks

Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)
Use keyboard skills
Develop visual presentations

Special Considerations for This Worker
--

Limitations

Vision, standing, walking

Special Training

None

Job Accommodations

Total building accessibility
required (one floor or elevator
service).

Use of accessible airplane and vehicles
with automatic transmission to
accommodate mobility needs.

Personal Strengths

College education

Veteran's status

Good work history

Financial Incentives for Hiring

None



Owner/Operator

Quadraplegia

D.O.T. #160.167-010

Company Information

Company Name

Comprehensive Tax and Accounting
18 East Brandon Street
Sheppton, PA 18248

Description of Company

Service-accounting, taxes

Number of Employees

1 total company
1 this site

For more information, contact

H. Neil Pangrazzi, Owner
(717) 384-4974

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

Salaried - based on consumer
demand

Benefits

None

Work Schedule

Permanent status
Varied work days and times

Work Setting

Office

Probationary Period

None

Employment History

10 years with company
10 years in this position

Narrative Description

Set up accounting systems for small
businesses (in house). Provide
financial statements, tax reporting,
and planning.

Physical Demands

100% sedentary

Physical Activities Performed

Push, pull, reach, sit, turn, see,
color vision, depth perception, hear,
sense of touch

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

One-to-one

Standard Training Period

4 years

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
 Develop company policies
 Implement company policies
 Recruit, hire, and terminate personnel
 Specify goals and work tasks of others
 Supervise personnel
 Represent the company at external functions

Problem Solving/Reasoning Tasks

Determine own work activities
 Recognize and use appropriate procedures
 Conduct work activities in appropriate sequence
 Obtain resources needed to carry out work
 Recognize the effects of changing quantity or quality of materials
 Collect and organize information
 Analyze and synthesize information
 Identify alternative approaches or solutions
 Review progress periodically
 Evaluate for accuracy and completeness
 Correct deficiencies
 Summarize and draw conclusions
 Devise new ideas and better work methods

Mathematical Tasks

Count
 Understand order (e.g., first, second, last)
 Understand concepts of greater than and less than
 Handle basic calculations (+, -, x, /)
 Estimate quantities needed to do a job
 Calculate costs
 Use numerical values from charts, diagrams, tables
 Construct diagrams, charts, records using numerical calculations
 Use formulas (translating, substituting values)
 Prepare budgets

Writing Tasks

Write legibly
 Complete forms accurately

Reading Tasks

Identify work-related symbols/signs
 Read simple directions
 Read technical information

Communication Tasks

Listen
 Follow intent of oral directions
 Talk
 Speak clearly
 Use appropriate vocabulary and grammar
 Stay on the topic in job-related conversations
 Report accurately what others have said
 Give clear oral instructions and directions
 Explain activities and ideas clearly
 Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
 Hand work
 Use job-specific hand tools and equipment
 Operate machine(s)
 Use keyboard skills
 Develop visual presentations

Computer Tasks

Enter data into computers
 Access data from computers
 Perform word processing
 Write programs
 Perform systems analysis

Special Considerations for This Worker

Limitations

Feeling/sensory, handling, fingering,
lifting, carrying, pushing, pulling,
standing, walking, kneeling, squatting,
limited stamina, chronic pain

Special Training

None

Job Accommodations

Uses hand splints for typing and
writing.
Reorganized furniture and equipment
for wheelchair accessibility.
Revamped building for wheelchair
accessibility (\$2,000).

Personal Strengths

Belief in God
Interpersonal relationships
Strong willingness to work with both

Financial Incentives for Hiring

None

Other Job Replication Factors

Transportation (public or private)
should be considered and arranged un-
less employee can reach the office by
wheelchair.

**Pediatric Pulmonologist,
Pediatrician Psychotherapist**

Cerebral Palsy



D.O.T. #070.101-066

Company Information

Company Name

Mt. Sinai Hospital
15th and California
Chicago, IL 60638

Description of Company

Professional/Managerial
Education
Communication
Research
Processing
Service Pediatrics

Number of Employees

1725 total company
1725 this site

For more information, contact

Francis J. Duda, M.D.
(312) 284-2250

Requirements of This Job

Academic Credentials Required

License, M.D.

Work Experience Required

10 years

Examinations Required

Physical
Hearing
Vision

Other Job Requirements

Driver's License
Own vehicle
Uniform
Union membership
On call
Dress code

Job Information

Wages

Information not provided

Benefits

Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
6 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting

Hospital

Probationary Period

6 months

Employment History

5 years with company
5 years in this position

Narrative Description

Medical care for children and family

Physical Demands

50% sedentary, 40% light work,
10% medium work

Physical Activities Performed

Push, pull, reach, run, stoop,
kneel, crouch, crawl, sit, turn,
see, color vision, depth percep-
tion, sense of smell, sense of
taste, sense of touch, finger
dexterity

Environmental Conditions

Hot, cold, dry, dust, dirt, odors,
noise, inadequate ventilation,
mechanical hazards moving objects,
burns, toxic conditions, contagious
diseases

Special Conditions

High rate of production, precision/
quality, distracting conditions,
high level of stress

Work Group

Large group

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

Writing Tasks

- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks

- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Develop visual presentations

Special Considerations for This Worker
--

Limitations

None

Special Training

None

Job Accommodations

None

Personal Strengths

Dealing with sadness

Adaptable

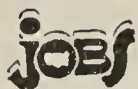
Committed

Financial Incentives for Hiring

None

Other Job Replication Factors

Support for employment



Photographer

Hearing Impairment

D.O.T. #143.062-030

Company Information

Company Name

Goddard Space Flight Center
Greenbelt, MD 20771

Description of Company

Scientific and technical research

Number of Employees

3660 this site

For more information, contact

Beverly Pair
Personnel Staff Specialist
(301) 344-5715

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Driver's license

Job Information

Wages

\$10.80 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

2 years

Employment History

13.5 years with company
11 years in this position

Narrative Description

Employee is a full range photographer in scientific and technical areas; photographs construction sites, award ceremonies, passports, and portraits; develops film.

Physical Demands

50% sedentary
50% light work

Physical Activities Performed

Push, pull, reach, climb, stoop, sit, see, color vision, depth perception, finger dexterity

Environmental Conditions

Hot (in dark room), inadequate ventilation

Special Conditions

Precision/quality

Work Group

Works alone

Standard Training Period

365 days to cover full range of photography

Standard Amount of Direct Supervision

Minimum

Photographer

Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial

Supervise students

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Collect and organize information

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Handle basic calculations (+,-,x,/)

Estimate quantities needed to do a job

Writing Tasks

Copy accurately

Write legibly

Write sentences in standard English

Organize, select, and relate ideas in writing

Reading Tasks

Read simple directions

Communication Tasks

Follow intent of oral directions

Talk using sign language/low verbal skills

Manual Perceptual Tasks

Hand work

Use job-specific hand tools and equipment

Develop film

Other Significant Duties or Job Features

Use camera to photograph people, places, and buildings.

Special Considerations for This Worker

Limitations

Total loss of hearing

Special Training

None

Job Accommodations

Employer provided a Telecommunications Device for the deaf to enable employee to use the phone (\$250).

Personal Strengths

Getting along with others

Financial Incentives for Hiring

None



Plant Clean-up

Mental Illness - Bipolar

D.O.T. #382.664-010

Company Information

Company Name

Spokane Moulding Corporation
P.O. Box 2904
Spokane, WA 99220

Description of Company

Manufacturer of Wood Mouldings and wood parts.

Number of Employees

40 total company
40 this site

For more information, contact

Mike Dobler,
Evergreen Club
(509) 458-7458

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Any work experience preferred

Examinations Required

Hearing

Other Job Requirements

Age 18 minimum
On call

Job Information

Wages

\$4.10 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Part-time
5 days a week, 2.5 hours a day
2:30 p.m. to 5:00 p.m.

Work Setting

Factory

Probationary Period

None

Employment History

3 months with company
3 months in this position

Narrative Description

Clean-up sawdust residue around cutting machinery. Sweep lounge and warehouse areas. Turn off lights and machinery and close up plant.

Physical Demands

10% light work, 90% medium work

Physical Activities Performed

Push, pull, reach, stoop, kneel, crouch, turn, see, depth perception, hear, crawl

Environmental Conditions

Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects, vibration

Special Conditions

None

Work Group

Works alone

Standard Training Period

10 hours

Standard Amount of Direct Supervision

Minimal

Plant Clean-up

Mental Illness - Bipolar

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate
procedures
Conduct work activities in appropriate
sequence
Obtain resources needed to carry out
work
Correct deficiencies
Devise new ideas and better work
methods

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and
equipment

Mathematical Tasks

None

Special Considerations for This Worker

Limitations

Cannot work around operating machinery

Personal Strengths

Dependable
Follows instructions
Willing worker

Special Training

Ten hours of special training was
provided by Transitional Employment
Program agency mental health worker.

Financial Incentives for Hiring

None

Job Accommodations

Support and training by mental health
staff was provided for job reentry after
hospitalization.

Other Factors

The Transitional Employment Program of
Evergreen Club - Spokane Community
Mental Health, assists us in
training and backup for this position.
We prefer to work with recovering men-
tally ill.



Product Assembler

Mental Retardation

D.O.T. #213.685-010

Company Information

Company Name

SoftCraft, Inc.
222 State Street
Madison, WI 53703

Description of Company

Developer/Publisher of computer software

Number of Employees

23 total company
16 this site

For more information, contact

R. Fenchel, Vice President
(608) 257-3300

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$4.00 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m to 5:00 p.m.

Work Setting

Office

Probationary Period

1 month

Employment History

2 years with company
2 years in this position

Narrative Description

Product assembly, diskette duplication and other related tasks.

Physical Demands

75% sedentary, 25% light work

Physical Activities Performed

Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity

Environmental Conditions

Hot

Special Conditions

None

Work Group

Works alone and in small group

Standard Training Period

No formal training period

Standard Amount of Direct Supervision

Minimal

Product Assembler

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Review progress periodically

Evaluate for accuracy and completeness

Correct deficiencies

Computer Tasks

Diskette duplication

Mathematical Tasks

Count

Estimate quantities needed to do a job

Writing Tasks

Copy accurately

Write legibly

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Explain activities and ideas clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment

Tend machine(s)

Operate machine(s)

Set up machine(s)

Use keyboard skills

Special Considerations for This Worker

Limitations

Reading, writing, spelling

Special Training

None

Job Accommodations

None

Personal Strengths

Conscientious

Responsible

Enjoys job/tasks

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Other Job Replication Factors

The job is ideally suited to this employee who mastered the job. This job is insufficiently challenging for other employees.

Production Helper

Learning Disability

D.O.T. #920.587-018

Company Information

Company Name

Dawn's Foods, Inc.
1530 LaDawn Drive
Portage, WI 53901

Description of Company

Fresh salad and dessert producer -
main product potato salad.

Number of Employees

50 total company
22 this site

For more information, contact

Terry Swan, Production Manager
(608) 742-2494

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Age 18 minimum

Job Information

Wages

\$4.30 per hour

Benefits

Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 7-10 hours a day
6:00 a.m. to 1-3:00 p.m.

Work Setting

Factory

Probationary Period

None

Employment History

1 year with company
3 months in this position

Narrative Description

Lidding and boxing of finished products.

Physical Demands

25% light work, 75% medium work

Physical Activities Performed

Push, pull, reach, stoop, turn, see,
hear, finger dexterity

Environmental Conditions

Humid, wet, noise, mechanical
hazards, high places, burns

Special Conditions

High rate of production
Precision/quality
High level of stress (deadlines,
etc.)

Work Group

Small group

Standard Training Period

2 days

Standard Amount of Direct Supervision

Minimal

Production Helper

Learning Disability

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Handle basic calculations (+,-,x,/)
Estimate quantities needed to do a job

Writing Tasks

None

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Set up machine(s)

Special Considerations for This Worker

Limitations

Mathematics, remembering, limited stamina, circulatory problems

Special Training

A job coach from the Department of Vocational Rehabilitation provided initial job training for two days.

Job Accommodations

None

Personal Strengths

Attitude
Reliability
Responsive

Financial Incentives for Hiring

Department of Vocational Rehabilitation
On-the-Job Training

Other Job Replication Factors

Learning that disabilities do not affect the employee as much as employers might expect.



Production Worker

Mental Handicap

D.O.T. #727.687-022

Company Information

Company Name

RAYOVAC Corporation
2851 Portage Rd.
Portage, WI 53901

Description of Company

Light manufacturing -
button cell batteries

Number of Employees

261 this site

For more information, contact

Frank Graeber
Plant Personnel Manager
(608) 742-5373

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

Medical history is filled out

Other Job Requirements

Union membership

Job Information

Wages

\$7.00 per hour

Benefits

Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting

Factory

Probationary Period

30 work days

Employment History

8 years with company
8 years in this position

Narrative Description

Production worker must perform a variety of jobs due to changing employment levels. Employee has worked at closing press, cell assembly, and packaging department.

Physical Demands

25% sedentary, 75% light work

Physical Activities Performed

Stoop, sit, finger dexterity, stand

Environmental Conditions

Noise

Special Conditions

High rate of production
Precision/quality

Work Group

Large group

Standard Training Period

30 days

Standard Amount of Direct Supervision

Minimal

Production Worker

Mental Handicap

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize the effects of changing
quantity or quality of materials
Correct deficiencies

Computer Tasks

None

Mathematical Tasks

Count

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly

Manual Perceptual Tasks

Hand work
Construct, fabricate or assemble
materials
Use job-specific hand tools and
equipment
Operate machine(s)

Special Considerations for This Worker

Limitations

Cannot work alone

Special Training

Employee entered permanent employment,
received a wage increase and became a
union member upon completion of the
training.

Job Accommodations

Employee must work under close
supervision due to potential problems
with co-workers. Employee counseled
to only bid jobs requiring close
supervision.

Personal Strengths

Good attendance
Normally keeps up with production
Normally identifies quality defects

Financial Incentives for Hiring

Unknown

Other Job Replication Factors

Must stand, detect quality problems,
and keep pace with a production
process.



Professor and Chairman
Real Estate and
Urban Land Economics

Quadriplegia - polio

D.O.T. #090.167-010

Company Information

Company Name

University of Wisconsin-
School of Business
1155 Observatory Drive
Madison, WI 53706

Description of Company

College education

Number of Employees

175 total department
175 this site

For more information, contact

J.B. Davis
(608) 233-6400

Requirements of This Job

Academic Credentials Required

Doctorate

Work Experience Required

None

Examinations Required

Physical
TB x-ray

Other Job Requirements

Dress code

Job Information

Wages

\$5,000 per month

Benefits

Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
3 days on campus, 2 days off
campus per week
10 hours a day
8:00 a.m. to 6:00 p.m.

Work Setting

Classroom and office

Probationary Period

6 years

Employment History

28 years with company
10 years in this position

Narrative Description

As department manager and senior professor, the individual is required to structure graduate and undergraduate curriculum, course content, and staff. The Chairman raises money, advises students, and prepares research papers for scholarly journals.

Physical Demands

100% sedentary work

Physical Activities Performed

Sit

Environmental Conditions

Noise, inadequate ventilation,
inadequate lighting

Special Conditions

Distracting conditions

Work Group

One-to-one

Standard Training Period

3 years of graduate study

Standard Amount of Direct Supervision

None

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Executive Committee

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

- Enter data into computers
- Access data from computers
- Word processing
- Data processing
- Write programs
- Performs systems analysis

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks

- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks

- Read technical information

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

- Use keyboard skills

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, grasping,
handling, fingering, pushing, pulling,
balancing, standing, walking, climbing,
kneeling, squatting, bending

Special Training

None

Personal Strengths

Communication
Patience
Creativity

Financial Incentives for Hiring

None

Job Accommodations

Ramp provides access to home office.
Counter-top mounted to wall with
brackets serves as desk to accommo-
date wheelchair.
Speaker phone and mouth stick allow
telephone use.
Secretary and driver provide assistance
utilizing van with elevator lift.
Hand splints and arm support enhance
some remaining use of shoulder.

**Program Director, Technical
Training for the Disabled**

Muscular Dystrophy - Advanced



D.O.T. #187.137-014

Company Information

Company Name

Valencia Community College
Box 3028
Orlando, FL 32802

Description of Company

Community College

Number of Employees

680 total company
200 this site

For more information, contact

Beverly M. Chapman
Program Director
(305) 299-5000 ext. 2382

Requirements of This Job

Academic Credentials Required

High school diploma; bachelor's degree or related experience preferred.

Work Experience Required

Work with disabled (3 years),
leadership (5 years)

Examinations Required

None

Other Job Requirements

Dress code
Mobility in community

Job Information

Wages

\$2,500 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
State retirement
Free tuition

Work Schedule

Temporary contract status
5 days a week, 9.5 hours a day
7:30 a.m. to 5:00 p.m.

Work Setting

Office and community

Probationary Period

None

Employment History

3.25 years with company
.75 years in this position

Narrative Description

Responsible for the development, implementation and operation of training programs directed by hi-tech industry leaders to teach severely disabled persons the skills they need to get a job.

Physical Demands

100% sedentary

Physical Activities Performed

Push, reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions

None

Special Conditions

High level of stress (deadlines, etc.)

Work Group

Works alone, one-to-one, and in small group

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors
- Fundraising
- Develop new programs
- Public relations

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods
- Provide assistance and guidance to staff in their duties

Computer Tasks

- Trying to learn Lotus 123 for administrative help

Writing Tasks

- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing
- Write public relations letters and marketing tools

Reading Tasks

- Read simple directions

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Use formulas (translating, substituting values)
- Prepare budgets
- Authorizing purchases
- Checking for proper fiscal posting and charging

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

- Eye-hand coordination
- Develop visual presentations
- Writing and phone dialing

Other Significant Duties or Job Features

- Negotiating, politicking

Special Considerations for This Worker
--

Limitations

Lifting, carrying, pushing, pulling,
standing, walking, kneeling, squat-
ting, limited stamina, opening
drawers and doors, respiratory problems

Personal Strengths

Enthusiasm which inspires others to
become involved
Strong management skills
Commitment to the challenges

Special Training

None

Financial Incentives for Hiring

None

Job Accommodations

Bathroom assistance added to co-workers
job description.
Installed speaker phone to accommodate
employee's inability to lift regular
telephone (\$200).

Public Affairs Specialist

Quadraplegia - Spinal Injury

D.O.T. #165.067-010

Company Information

Company Name

National Aeronautics and Space
Administration
Lewis Research Center
21000 Brookpark Road
Attn: MS 500-301
Cleveland, OH 44135

Description of Company

Federal government aerospace engineering research

Number of Employees

21,000 total company
2,700 this site

For more information, contact

William E. Nyerges
Personnel Management Specialist
(216) 433-2488 or FTS 297-2488

Requirements of This Job

Academic Credentials Required

Bachelor's degree
Appropriate experience may be substituted for bachelor's degree (3 years)

Work Experience Required

Two years of related experience or master's degree in human resources, counseling, communication, or education.

Examinations Required

None

Other Job Requirements

Security-suitability qualifications

Job Information

Wages

\$1938 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance*
Dental insurance*
Life insurance*
*varies; voluntary, partially-funded

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting

Office

Probationary Period

1 year

Employment History

3 years with company
3 years in this position

Narrative Description

Assigned to Educational Services Office. Employee develops, plans and delivers educational programs to the educational community, regarding the request and use of NASA materials (captioned films, braille literature) by disabled students and teachers.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see

Environmental Conditions

None

Special Conditions

High level of stress (deadlines, etc.)

Work Group

Small group

Standard Training Period

180 days

Standard Amount of Direct Supervision

Minimal

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Implement company policies
- Represent the company at external functions

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Summarize and draw conclusions

Computer Tasks

- Enter data into computers
- Access data from computers

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)
- Use numerical values from charts, diagrams, tables

Writing Tasks

- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks

- Read technical information

Communication Tasks

- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

- Use job-specific hand tools and equipment
- Develop visual presentations

Special Considerations for This Worker

Limitations

Carrying, lifting, reaching, standing, walking, climbing, kneeling, squatting, bending

Special Training

None

Job Accommodations

Certification by Ohio Bureau of Vocational Rehabilitation counselor for purpose of non-competitive appointment within Federal Civil Service procedures and job site evaluation.

Employer provided adequate aisle space in cramped office quarters and extended desk legs (\$20).

Accessibility standards implemented including modification of lavatory by employer (a Federal Agency) directly responsible for its own building (estimated \$15,000).

Personal Strengths

Communication skills

Knowledge of professional educational principles/practices/institutions.

Knowledge of equipment procedures and methods related to communication needs of persons with visual and hearing impairments.

Financial Incentives for Hiring

None

Other Job Replication Factors

Employers should be encouraged to review their own company literature and other media material to assess true availability to the handicapped community. Contact colleges that have strong services or academic programs for disabled. This employee's job has a double positive effect - for incumbent and clientele served.

Rehabilitation Technician**Closed Head Injury**

D.O.T. #739.137-010

Company InformationCompany Name

Goodwill Industries
2320 West Colorado Avenue
Colorado Springs, CO 80934

Description of Company

Subcontract shop for disabled
persons

Number of Employees

450 total company
130 this site

For more information, contact

Lucille Rice
Assistant Rehabilitation Director
(303) 635-4483

Requirements of This JobAcademic Credentials Required

High school diploma or GED

Work Experience Required

Ability to work with disabled
persons preferred

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$4.27 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension (after 3 years)
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Factory

Probationary Period

90 days

Employment History

18 months with company
16 months in this position

Narrative Description

Provide work, count, quality control
subcontract work for 12-15 develop-
mentally disabled clients. Helps
counselor run programs.

Physical Demands

10% sedentary, 20% light work,
60% medium work, 10% heavy work

Physical Activities Performed

Push, pull, reach, balance, stoop,
kneel, crouch, sit, turn, see,
color vision, hear, finger dexterity

Environmental Conditions

Cramped quarters

Special Conditions

Distracting conditions
High level of stress (deadlines,
etc.)

Work Group

Large group

Standard Training Period

5 days

Standard Amount of Direct Supervision

Moderate

Rehabilitation Technician

Closed Head Injury

Significant Duties

Leadership/Administrative/Managerial

Supervise personnel (12-15 clients)

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Evaluate for accuracy and completeness

Correct deficiencies

Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Understand concepts of greater than and less than

Estimate quantities needed to do a job

Use numerical values from charts, diagrams, tables

Writing Tasks

Copy accurately

Write legibly

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Report accurately what others have said

Give clear oral instructions and directions

Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment (sealers, blister pack, saws)

Operate machine(s)

Set up machine(s)

Operate job-related power tool(s)

Special Considerations for This Worker

Limitations

Low frustration tolerance, remembering, following spoken directions

Special Training

Counselor provides on-going instruction on filling out paperwork.

Counselor provided samples of all required paperwork, and made up a story board to help employee keep track of client's activities.

The company recognized completion of the special training by providing permanent employment and a wage increase.

Job Accommodations

Agency provided extended followup services to meet employee's needs.

Personal Strengths

Willingness to improve

Ability to relate to developmentally disabled clients

Ability to admit errors, and accept help to correct them

Financial Incentives for Hiring

Client came through our Comprehensive Head Injury Program, and was funded by Vocational Rehabilitation.

Other Job Replication Factors

Has memory problems - needs more written instructions and more follow-through.

Ripsaw-Tailoff/Edge Glue Operator

Mental Illness - Bipolar

D.O.T. #667.682-066

Company Information

Company Name

Spokane Moulding Corporation
P.O. Box 2904
Spokane, WA 99220

Description of Company

Manufacturer of wood mouldings
and wood parts.

Number of Employees

40 total company
40 this site

For more information, contact

Mike Dobler
Evergreen Club
(509) 458-7458

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Any work experience preferred

Examinations Required

Hearing

Other Job Requirements

Age 18 minimum
On call

Job Information

Wages

\$6.13 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Profit sharing and bonus
program

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting

Factory

Probationary Period

90 days

Employment History

1 year with company
6 months in this position

Narrative Description

Job involves operation of ripsaw-tailoff machine and employee is currently being trained as an edge-glue operator.

Physical Demands

10% light work, 90% medium work

Physical Activities Performed

Push, pull, reach, stoop, kneel

Environmental Conditions

Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects

Special Conditions

None

Work Group

Works alone

Standard Training Period

10 hours

Standard Amount of Direct Supervision

Minimal

Ripsaw Tailoff/Edge Glue Operator

Mental Illness - Bipolar

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Devise new ideas and better work methods

Reading Tasks

None

Communication Tasks

Listen
Follow intent of oral directions
Talk

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Operate job-related power tool(s)

Mathematical Tasks

None

Special Considerations for This Worker

Limitations

None

Personal Strengths

Dependable
Follows instructions
Willing worker

Special Training

Ten hours of special training was provided by agency mental health supervisor.
Employee entered regular full time employment and all available programs upon completion of the training.

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Job Accommodations

None

Other Job Replication Factors

We would be unable to hire this employee without assistance from the Transitional Employment Program of Spokane Community Mental Health. We specifically prefer to work with persons with mental illness who are recovering.

Sander Operator

Dyslexia, Memory Problems

D.O.T. #662.682-018

Company Information

Company Name

Lamar Manufacturing, Inc.
1111 Air Park Road, P.O. Box 1248
Rhineland, WI 54501

Description of Company

Mill work - specialize in wood
mouldings and paneling.

Number of Employees

10 total company (start up company;
full production will employ 50)
10 this site

For more information, contact

Lavern A. Marquardt, President
(715) 369-1999

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job Information

Wages

\$4.25 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting

Factory

Probationary Period

30 days

Employment History

New company

Narrative Description

Wide belt sander operator - feeds
wood products through sanding ma-
chine. Watches for defects and
proper finish.

Physical Demands

10% sedentary, 70% light work,
15% medium work, 5% heavy work

Physical Activities Performed

Push, pull, reach, stoop, turn,
see, color vision, depth perception,
hear, sense of touch, finger dex-
terity

Environmental Conditions

Hot, cold, dust, noise, mechanical
hazards, moving objects

Special Conditions

Precision/quality
Distracting conditions

Work Group

Small group

Standard Training Period

40 hours

Standard Amount of Direct Supervision

Maximal

Sander Operator

Dyslexia, Memory Problems

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Conduct work activities in appropriate sequence

Recognize the effects of changing quantity or quality of materials

Reading Tasks

Identify work-related symbols/signs

Communication Tasks

Listen

Follow intent of oral directions

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment

Tend machine(s)

Operate machine(s)

Mathematical Tasks

Understand order (e.g., first, second, last)

Special Considerations for This Worker

Limitations

Dyslexia with numbers (reverses numbers), remembering

Personal Strengths

Eager to work

Above average visual skills to spot defects

Cares about the company

Special Training

None

Financial Incentives for Hiring

On-the-Job Training

Job Accommodations

Coworker requests work to keep employee working.

Other Job Replication Factors

Make sure all employees-co-workers and supervisors understand handicap condition.



Sanitation Coordinator

Physical Handicap, History of
Substance Abuse

D.O.T. #909.137-014

Company Information

Company Name

Willow Valley Bakery
2416 Willow Street Pike
Lancaster, PA 17602

Description of Company

Resort area with restaurant,
bakery, motel, supermarket,
shopping mall and full service
retirement communities.

Number of Employees

885 total company
25 this site

For more information, contact

Larry Martin, Bakery Manager
(717) 464-2711 Ext. 343

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

Transportation coordination preferred

Examinations Required

None

Other Job Requirements

Driver's license

Job Information

Wages

\$5.10 per hour

Benefits

Paid vacation
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:30 p.m.

Work Setting

Resort Facilities

Probationary Period

None

Employment History

3 years with company
1 year in this position

Narrative Description

Employee is a sanitation coordinator/truck driver. Responsible for 3 other sanitation team members, setting schedules, and assigning work duties. Responsible for maintenance of truck and making necessary deliveries.

Physical Demands

10% sedentary, 20% light work,
60% medium work, 10% heavy work

Physical Activities Performed

Push, pull, reach, climb, balance,
stoop, kneel, crouch, sit, turn, see,
color vision, depth perception, hear,
sense of smell, sense of taste, sense
of touch, finger dexterity

Environmental Conditions

Hot, humid, wet, dirt

Special Conditions

None

Work Group

Works alone, one-to-one, and in
small group

Standard Training Period

3 months

Standard Amount of Direct Supervision

Minimal

Sanitation Coordinator

Physical Handicap, History of
Substance Abuse

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Develop company policies
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job

Writing Tasks

- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks

- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Manual Perceptual Tasks

- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Set up machine(s)

Special Considerations for This Worker

Limitations

Respiratory problems

Special Training

Goodwill Industries placement staff provided initial individualized training on job duties and quality/quantity standards.

Entered permanent employment after completion of the special training.

Job Accommodations

Placement and training by Goodwill Industries staff.

Created coordinator position for employee to accommodate less lifting and manual labor.

Personal Strengths

Positive attitude

Self-confidence

Cleanliness

Financial Incentives for Hiring

Targeted Jobs Tax Credit, On-the-Job Training wage subsidy, and an on-the-job evaluation (wages paid for 3 to 5 days).

Senior Engineering Assistant**Paraplegia**

D.O.T. #007.161-018

Company InformationCompany Name

Oak Ridge National Laboratory
Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company

A research and development multi-program institution whose principal goal is the development of technology for efficient production and use of energy.

Number of Employees

Approximately 16,000 total company
Approximately 5,000 this site

For more information, contact

Jane Agers
Affirmative Action Coordinator
(615) 626-2432

Requirements of This JobAcademic Credentials Required

Associate degree (or equivalent experience)

Work Experience Required

Layout of etched circuit boards and drafting (4 years preferred).

Examinations Required

Physical, hearing, vision

Other Job Requirements

None

Job InformationWages

Information not provided

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
12:00 p.m. to 8:00 p.m.

Work Setting

Engineering design drafting room

Probationary Period

None

Employment History

6 years with company
1.5 years in this position

Narrative Description

Etched circuit board layout, mechanical details, and packaging of electronic systems.

Physical Demands

100% sedentary

Physical Activities Performed

Sit, see, finger dexterity

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

One-to-one and in small group

Standard Training Period

Approximately 4 years prior experience

Standard Amount of Direct Supervision

Minimal

Senior Engineering Assistant

Paraplegia

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Obtain resources needed to carry out work

Recognize the effects of changing quantity or quality of materials

Collect and organize information

Identify alternative approaches or solutions

Computer Tasks

Enter data into computers

Access data from computers

Write programs

Perform systems analysis

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Understand concepts of greater than and less than

Handle basic calculations (+, -, x, /)

Estimate quantities needed to do a job

Calculate costs

Use numerical values from charts, diagrams, tables

Construct diagrams, charts, records using numerical calculations

Make and use measurements

Use formulas (translating, substituting values)

Writing Tasks

Complete forms accurately

Reading Tasks

Identify work-related symbols/signs

Read simple directions

Read technical information

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Use appropriate vocabulary and grammar

Stay on the topic in job-related conversations

Explain activities and ideas clearly

Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Tend machine(s)

Operate machine(s)

Set up machine(s)

Use keyboard skills

Develop visual presentations

Other Significant Duties or Job Features

Plotting

Special Considerations for This Worker

Limitations

Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training

None

Job Accommodations

Reserved parking space next to building is provided by employer due to distance from employee parking lot.

Personal Strengths

Attitude

Productivity

Communication

Financial Incentives for Hiring

None

Senior Programmer Analyst**Blindness**

D.O.T. #012.167-066

Company InformationCompany Name

Schreiber Foods, Inc.
300 N. Madison
Green Bay, WI 54304

Description of Company

Food (buy bulk cheese, process
it and re-sell to retail outlets)

Number of Employees

300 total company

For more information, contact

Fred Parker, Director
Information Systems Development
(414) 437-7601

Requirements of This JobAcademic Credentials Required

High school diploma
Bachelor's degree

Work Experience Required

None

Examinations Required

None

Other Job Requirements

On call
Dress code

Job InformationWages

\$2,390 per month

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days per week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting

Office

Probationary Period

90 days

Employment History

7 years with this company
7 years in this position

Narrative Description

Computer programming and program
analysis

Physical Demands

100% sedentary

Physical Activities Performed

Sit, hear, sense of touch

Environmental Conditions

None

Special Conditions

Precision/quality

Work Group

Small group

Standard Training Period

None

Standard Amount of Direct Supervision

Moderate

Senior Programmer Analyst

Blindness

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Analyze and synthesize information
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions

Computer Tasks

Enter data into computers
Access data from computers
Write programs
Perform systems analysis

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)

Writing Tasks

Organize, select, and relate ideas in writing

Reading Tasks

Read technical information aided by computer

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Give clear oral instructions and directions
Explain activities and ideas clearly

Manual Perceptual Tasks

Use keyboard skills

Special Considerations for This Worker

Limitations

Acceptance of supervision, interactions with coworkers, vision

Special Training

Employee completed one year of technical school, received certificate, and entered permanent employment.

Job Accommodations

State Division for Vocational Rehabilitation initially provided a braille printer (\$14,000). Employer then purchased a voice synthesizer for the CRT (\$5,000).

Personal Strengths

Reasoning/comprehension
Typing
Logical analytic capacities

Financial Incentives for Hiring

State subsidized initial cost in equipment

Sewing Machine Operator

Cerebrovascular - Stroke



D.O.T. #780.685-030

Company Information

Company Name

Elastic Products, Inc.
P.O. Box 39
Marble, NC 28905

Description of Company

Prime sewing manufacturing business producing elastic suspenders for sporting goods industry. This business is supplemental to a rehabilitation business (Industrial Opportunities, Inc.) and "hires" only handicapped persons.

Number of Employees

60 total company
10 this site (sewing department)

For more information, contact

Janet Clifton, Vocational Evaluator
(704) 837-9066

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Materials handling preferred

Examinations Required

Physical, hearing, vision, speech

Other Job Requirements

Age 16 minimum, 70 maximum
Dress code
Handicap

Job Information

Wages

Piece work, hourly rate varies

Benefits

FICA
Worker's compensation
Transportation

Work Schedule

Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting

Factory

Probationary Period

1 month

Employment History

1 year with company
6 months in this position

Narrative Description

Operates a computerized bar tack machine by operating pedals, placing fabric in metal jig and rethreading machine.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, turn, see, color vision, hear (helpful), sense of touch, finger dexterity

Environmental Conditions

Dust, noise, mechanical hazards

Special Conditions

None

Work Group

Works alone and in small group

Standard Training Period

3 hours

Standard Amount of Direct Supervision

Moderate

Sewing Machine Operator

Cerebrovascular - Stroke

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Evaluate for accuracy and completeness

Reading Tasks

None

Communication Tasks

Follow intent of oral directions

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment (sometimes)

Tend machine(s)

Operate machine(s)

Mathematical Tasks

Understand order (e.g., first, second, last)

Special Considerations for This Worker

Limitations

Aphasic (expressive and to some extent receptive), handling, fingering, lifting, carrying, standing, walking, kneeling, squatting, left sided paralysis

Personal Strengths

Technical experience

Motivated

Productive

Special Training

Job coach provided initial training on the computerized sewing machine.

Financial Incentives for Hiring

Federal wage subsidy through Vocational Rehabilitation and Title XX funds

Job Accommodations

Computerized sewing machine with metal jig (\$10,000).

Transportation to and from work provided by agency (\$5 per day).

Other Job Replication Factors

Motivation

Consideration of physical limitations related to the job.

Shop Supervisor/Mechanic

Deafness, Non-Verbal

D.O.T. #381.137-010

Company Information

Requirements of This Job

Company Name

Artisan Maintenance
1890 Market Street
Denver, CO 80202

Academic Credentials Required

Mechanic's school

Work Experience Required

Mechanic experience

Description of Company

Exterior maintenance

Examinations Required

None

Number of Employees

35 total company
35 this site

Other Job Requirements

Driver's license, uniform

For more information, contact

Mark Frederick, President
(303) 296-9952

Job Information

Wages

\$8.00 per hour

Narrative Description

In charge of shop, including tools, and equipment necessary to run our maintenance operation.

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Physical Demands

75% sedentary, 15% light work,
5% medium work, 5% heavy work

Physical Activities Performed

Push, pull, reach, stoop, kneel, crouch, crawl, sit, turn, see, depth perception, sense of touch, finger dexterity

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Environmental Conditions

Dust, dirt, noise, mechanical hazards, moving objects

Work Setting

Mechanics shop

Special Conditions

None

Probationary Period

None

Work Group

Small group

Employment History

6 months with company
6 months in this position

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Shop Supervisor/Mechanic

Deafness, Non-Verbal

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Develop company policies
- Implement company policies
- Supervise personnel

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements

Writing Tasks

- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks

- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks

- Convey ideas through notes and signs

Manual Perceptual Tasks

- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)
- Develop visual presentations

Special Considerations for This Worker
--

Limitations

Acceptance of supervision, interactions
with coworkers, hearing, speaking,
following spoken directions

Special Training

None

Job Accommodations

None

Personal Strengths

Working knowledge of equipment
Patience
Ability to work with people

Financial Incentives for Hiring

None



Social Services Manager

Blindness

D.O.T. #189.167-030

Company Information

Company Name

Department of Health and Social
Services
State of Wisconsin
1 W. Wilson, P.O. Box 7851
Madison, WI 53707

Description of Company

Professional/Managerial
State Blind Services

Number of Employees

2 this site

For more information, contact

Michael Nelipovich
Blind/Visual Impaired Coordinator
(608) 266-5600

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Work for the blind, 3 years

Examinations Required

None

Other Job Requirements

Civil Service exam

Job Information

Wages

\$18.00 per hour

Benefits

Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule

Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:45 p.m.

Work Setting

Office

Probationary Period

1 year

Employment History

2.5 years with company
2.5 years in this position

Narrative Description

This position requires the creation and promulgation of policies that provide appropriate services to blind people in the state of Wisconsin.

Physical Demands

75% sedentary, 25% light work

Physical Activities Performed

Sit, travel

Environmental Conditions

Cramped quarters

Special Conditions

Distracting conditions
High level of stress

Work Group

Works alone, one-to-one, and in small and large groups

Standard Training Period

None

Standard Amount of Direct Supervision

Minimal

Social Services Manager

Blindness

Significant Duties

Leadership/Administrative/Managerial

- Provide leadership
- Implement company policies
- Specify goals and work tasks of others
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Prepare budgets

Writing Tasks

- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks

- Read technical information

Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks

None

Special Considerations for This Worker

Limitations

Partial loss of vision

Special Training

None

Job Accommodations

Hired assistant to drive in accom-
modating travel needs.

Purchased Kurzweil reading machine.

Painted walls, brailled elevator panel.

Use shielded light fixtures.

Keep large items in specific places.

Personal Strengths

Interpersonal skills

Organizational skills

Writing skills

Financial Incentives for Hiring

None

Other Job Replication Factors

Sensitivity and understanding

Stock Clerk

**Learning Disability -
Reading Problem**



D.O.T. #222.387-058

Company Information

Company Name

Tates Supermarket, Inc.
4th & Sherman Street
Clymer, PA 15728

Description of Company

Supermarket food - retail

Number of Employees

50 total company
50 this site

For more information, contact

Frank Petro, Manager
(412) 254-4420

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

Union membership

Job Information

Wages

\$4.50 per hour

Benefits

Paid vacation
Paid holidays
Pension
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule

Permanent status
6 days a week, 7 hours a day
9:00 a.m. to 4:00 p.m.

Work Setting

Supermarket

Probationary Period

None

Employment History

4 years with company
2 years in this position

Narrative Description

Stock shelves and prepare cut cases
of items for display.

Physical Demands

100% light work

Physical Activities Performed

Push, pull, reach, climb, turn,
see, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Small group

Standard Training Period

3 months

Standard Amount of Direct Supervision

Minimal

Stock Clerk

**Learning Disability -
Reading Problem**

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate
procedures
Conduct work activities in appropriate
sequence
Obtain resources needed to carry out
work
Devise new ideas and better work
methods

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Follow intent of oral directions

Manual Perceptual Tasks

Hand work

Computer Tasks

None

Mathematical Tasks

Understand concepts of greater than and
less than

Special Considerations for This Worker

Limitations

Reading, following written directions

Special Training

Special training provided repetition
of both instructions and work duties.
A wage increase was given upon com-
pletion of the special training.

Job Accommodations

One year adjustment to grocery store
environment. Trainers repeated
instruction and required duties.

Personal Strengths

Good common sense
Organizes and completes detail work on
store displays.

Financial Incentives for Hiring

Targeted Jobs Tax Credit

T-Ball Instructor/Supervisor

Amputee -
Partial (Left Arm Above Elbow)

D.O.T. #153.227-018

Company Information

Company NameCity of Olathe
100 West Santa Fe
Olathe, KS 66061Description of Company

Municipality

Number of Employees

400+ total company

For more information, contactSusan Perkey
Special Services Office
(913) 782-2600

Requirements of This Job

Academic Credentials Required

None

Work Experience RequiredBaseball instruction and working
with childrenExaminations Required

None

Other Job RequirementsAge 18 minimum
Driver's license
Own vehicle
Uniform
On call
Dress code

Job Information

Wages

\$1002 per month

BenefitsFICA
Worker's compensationWork ScheduleSeasonal status
5 days a week, 4 hours a day
8:00 a.m. to 12:00 p.m.Work Setting

Ball diamond

Probationary Period

None

Employment History9 years with company
8 years in this positionNarrative DescriptionProvides instruction of basic
fundamentals of baseball, catching,
throwing, hitting, fielding. Pro-
vides exposure to various field
positions. Teaches young boys and
girls ages 5-7. Manages tourna-
ment games.Physical Demands

80% sedentary, 20% light work

Physical Activities PerformedReach, run, stoop, kneel, crouch,
sit, turn, see, depth perception,
hear, finger dexterity.Environmental ConditionsHot, humid, dry, wet, dust, dirt,
odors, noise, moving objectsSpecial Conditions

None

Work GroupOne-to-one, and in small and
large groupsStandard Training Period

None

Standard Amount of Direct Supervision

Minimal

T-Ball Instructor/Supervisor

**Amputee -
Partial (Left Arm Above Elbow)**

Significant Duties

Leadership/Administrative/Managerial

Provide leadership
Specify goals and work tasks of others

Problem Solving/Reasoning Tasks

Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks

None

Mathematical Tasks

Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Calculate costs

Writing Tasks

Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents

Reading Tasks

None

Communication Tasks

Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks

Eye-hand coordination
Hand work
Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Handling, fingering, lifting, carrying (left arm only)

Special Training

None

Job Accommodations

None

Personal Strengths

Communication skills
Knowledge of subject
Patience

Financial Incentives for Hiring

None

Telephone Operator

Polio



D.O.T. #235.662-022

Company Information

Company Name

The Faxton/Children's Hospital and
Rehabilitation Center
1676 Sunset Avenue
Utica, NY 13502

Description of Company

Acute care hospital specializing
in rehabilitation, orthopedic, and
regional radiation medicine.

Number of Employees

840 total company

For more information, contact

Sallie Budoff, Employment Manager
(315) 732-3101, Ext. 471

Requirements of This Job

Academic Credentials Required

High school diploma

Work Experience Required

Operator experience preferred
(1 year)

Examinations Required

Physical

Other Job Requirements

None

Job Information

Wages

\$4.99 per hour (starting)

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation

Work Schedule

Permanent status
3-5 days a week, 7.5 hours a day
7:00 a.m. to 3:00 p.m.

Work Setting

Reception desk/main lobby

Probationary Period

6 months

Employment History

30 days with company
30 days in this position

Narrative Description

Operates hospital switchboard, in-
cluding paging, transfer calls, etc.

Physical Demands

100% sedentary

Physical Activities Performed

Reach, sit, turn, see, hear, sense
of touch, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

One-to-one

Standard Training Period

37.5 hours

Standard Amount of Direct Supervision

Minimal

Telephone Operator

Polio

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Understand order (e.g., first, second, last)

Writing Tasks

Write legibly

Take messages

Reading Tasks

Read simple directions

Communication Tasks

Listen

Follow intent of oral directions

Talk

Speak clearly

Use appropriate vocabulary and grammar

Report accurately what others have said

Give clear oral instructions and directions

Explain activities and ideas clearly

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Acceptance of supervision, interactions with coworkers

Special Training

None

Job Accommodations

Total wheelchair accessibility throughout the medical complex.

Personal Strengths

Talks to strangers

Gives directions

Keeps voice calm in emergency situations

Financial Incentives for Hiring

None

Towmotor Driver

Amputee - Partial
(One Leg Below Knee), Illiterate

D.O.T. #921.683-050

Company Information

Company Name

Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company

Manufacture and distribute physical
fitness related products.

Number of Employees

Approximately 2500 total company
Approximately 2000 this site

For more information, contact

Aimee B. Sikes, Personnel Assistant
(205) 715-1375

Requirements of This Job

Academic Credentials Required

None

Work Experience Required

Work experience preferred to show
regular attendance, etc.

Examinations Required

Physical

Other Job Requirements

Age 18 minimum
Driver's license

Job Information

Wages

\$7.06 per hour

Benefits

Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule

Permanent status
5-6 days a week, 8 hours a day
11:00 p.m. to 7:00 a.m.

Work Setting

Factory

Probationary Period

3 months

Employment History

5 years with company
6 months in this position

Narrative Description

Drives towmotor to lift huge bins of
unfinished parts, delivers to the
line and takes finished parts to
shipping line. Knows production,
pick-up system; leaves records for
driver on next shift; writes
inventory control ticket for next
person using bin.

Physical Demands

100% medium work

Physical Activities Performed

Push, pull, reach, climb, balance,
stoop, sit, turn, see, color vision,
depth perception

Environmental Conditions

Hot, cold, dirt, odors, noise,
moving objects

Special Conditions

High rate of production
Precision/quality

Work Group

Small group

Standard Training Period

3 months

Standard Amount of Direct Supervision

Moderate

Towmotor Driver

Amputee - Partial
(One Leg Below Knee), Illiterate

Significant Duties

Leadership/Administrative/Managerial

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Computer Tasks

None

Mathematical Tasks

Count
Use numerical values from charts, diagrams, tables

Writing Tasks

Write legibly
Complete forms accurately

Reading Tasks

Identify work-related symbols/signs
Read simple directions

Communication Tasks

Listen
Follow intent of oral directions

Manual Perceptual Tasks

Eye-hand coordination
Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations

Reading, writing, spelling

Special Training

Reading and writing.
Outside agency helped employee to pass GED as required in adult reading course.
Company recognized completion of special training by stating employee's name in newspaper article.

Job Accommodations

Adult education taught worker to read and write.

Personal Strengths

Able to stand
Reliable
Gets along with others

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Other Job Replication Factors

Employee's original job on the line did not require literacy. Awareness of employee's feelings helped employer obtain training (learn to read) for employee's promotion to towmotor driver.
His attitude, appearance, and attendance improved dramatically.

Trophy Assembler**Multihandicaps -
Deafness, Paraplegia**

D.O.T. #735.684-018

Company InformationCompany Name

Monarch Trophy Studio
2121 N.W. Military Hwy.
San Antonio, TX 78213

Description of Company

Retail trophy store. Sell trophies,
plaques, engraving, medals, ribbons.

Number of Employees

25 total company
25 this site

For more information, contact

John M. Bradley, Owner
(512) 344-3777

Requirements of This JobAcademic Credentials Required

None

Work Experience Required

None

Examinations Required

None

Other Job Requirements

None

Job InformationWages

\$3.75 per hour

Benefits

FICA
Worker's compensation
Unemployment compensation

Work Schedule

Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 6:00 p.m.
(1 hour lunch)

Work Setting

Assembly factory

Probationary Period

None

Employment History

16 months with company
16 months in this position

Narrative Description

Must read and comprehend written orders to assemble parts into completed trophies. Employee given trophy parts and assembles with hand wrench. Places engraved plates on trophies.

Physical Demands

100% sedentary work (no carrying)

Physical Activities Performed

Reach, balance, sit, see, sense of touch, finger dexterity

Environmental Conditions

None

Special Conditions

None

Work Group

Small group

Standard Training Period

80 hours

Standard Amount of Direct Supervision

Moderate

Trophy Assembler

**Multihandicaps -
Deafness, Paraplegia**

Significant Duties

Leadership/Administrative/Managerial

None

Writing Tasks

None

Problem Solving/Reasoning Tasks

Recognize and use appropriate procedures

Conduct work activities in appropriate sequence

Reading Tasks

Read simple directions

Communication Tasks

Follow intent of oral directions

Computer Tasks

None

Manual Perceptual Tasks

Eye-hand coordination

Hand work

Construct, fabricate or assemble materials

Use job-specific hand tools and equipment (hand wrenches, tape machine)

Operate machine(s) (drill press)

Operate job-related power tool(s) (drill press)

Mathematical Tasks

Count

Understand order (e.g., first, second, last)

Make and use measurements

Special Considerations for This Worker

Limitations

Interactions with coworkers (felt others were talking about him - has improved), low educational level, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, cannot obtain own parts to assemble, hearing, speaking

Personal Strengths

Show good attitude - smiles a lot and likes the job

Willing to work - rarely misses work

Concerned about quality work

Special Training

None

Financial Incentives for Hiring

Targeted Jobs Tax Credit

Job Accommodations

Close supervision approximately 20% more time to accommodate speed in understanding work tasks.

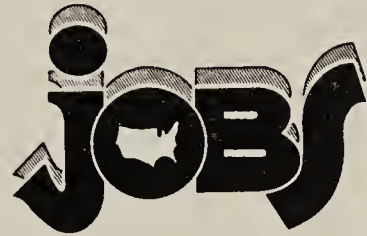
Employer purchased high padded stool with back to accommodate disability (\$150.00)

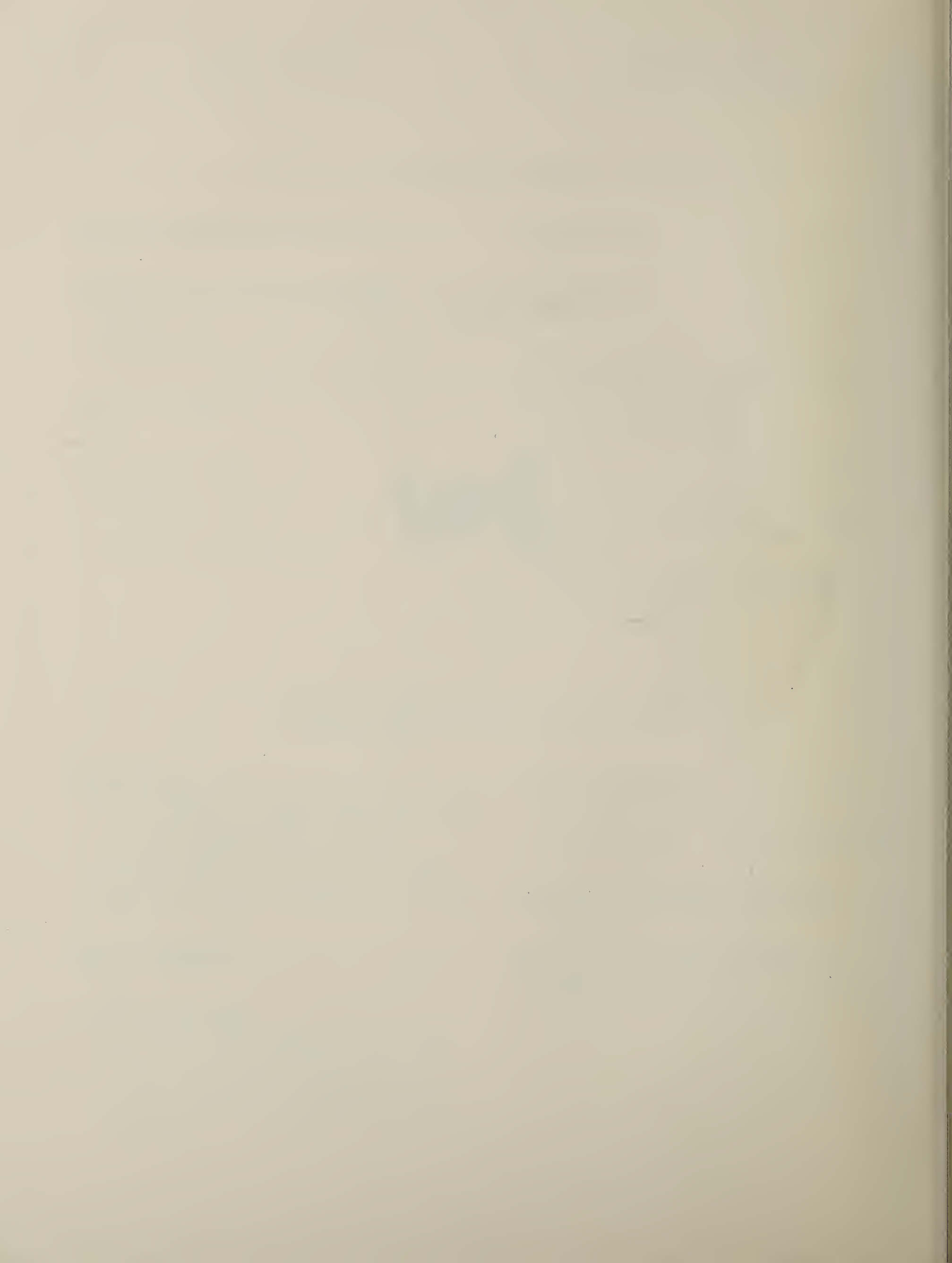
Other Job Replication Factors

A better understanding of disabled persons.

Section III

The Vocational Transition Process





Introduction

The job descriptions in this publication will be of maximum value in expanding the number and quality of jobs held by individuals who are handicapped if:

- * these job descriptions are integrated into comprehensive programs that develop job candidates possessing the prevocational, interpersonal, and job specific skills required for competitive employment; and
- * the job candidates receive whatever transition assistance and post-employment support is necessary to become and remain competitively employed.

These job descriptions can also stimulate the creativity of program operators who wish to address two major problems which still face many persons who are handicapped: unemployment and underemployment. Harris et al. (1986) surveyed a national sample of 1000 disabled individuals ages 16 and above. Two thirds of those polled who were between the ages of 16 and 64 said they were not working. Twenty five percent said that they worked full time, and an additional ten percent indicated that they worked part time. Among those in the poll who were under 65 years of age yet not working, 66% stated that they wanted to work. Loomis et al. (1986) surveyed 65 of 86 mildly mentally retarded individuals who graduated during academic years 1983 through 1985 from a local school district. Employment data were available on 62 of the 65 surveyed. Of that group, 47 were employed, and 12 (19%) were unemployed. Only 25.5% of the 47 employed individuals worked at least 35 hours per week. Two of those employed worked in volunteer jobs. The average wage per hour for those receiving pay was \$3.96.

In order to achieve maximum impact on the unemployment and underemployment problems faced by persons who are handicapped, employment preparation programs must include systematic vocational transition services. This section of the publication will assist readers who wish to develop or refine such services.

Wehman and Hill (1985) define vocational transition as a carefully planned process to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years. This process must involve special educators, vocational educators, parents, students, adult service system representatives, and employers.

Part I sketches major elements of an effective transition process. **Part II** contains examples that illustrate how to translate this theory into reality.

Example One summarizes administrative and programmatic recommendations made by the Council of Chief State School Officers to help state education agencies develop systematic, statewide transition processes for in-school handicapped youths.

Example Two summarizes a state level inter-agency approach used in Minnesota to provide comprehensive transition services to youths who are handicapped.

Example Three outlines a Massachusetts law, Chapter 688, which establishes a statewide mechanism to provide systematic transition services to young adults who are severely handicapped.

Example Four describes the Job Training and Tryout Project, a federally funded effort which demonstrates how to provide on-the-job training and time limited supported work to mildly handicapped youth.

Example Five illustrates how a local office of the state-federal vocational rehabilitation program provides time limited on-the-job training and supported work to certain severely handicapped graduates of the secondary school system.

Part III describes one way to assess the appropriateness of an individual student's transition plan. This approach can be used at any point in a student's junior high school or secondary experience, and should be used at least yearly to monitor the student's progress. Part III also presents a post school followup survey which could be used to assess the overall impact of the school's transition services. **Part IV** lists publications and organizations which address transition issues.

PART I

ELEMENTS OF AN EFFECTIVE VOCATIONAL TRANSITION PROCESS

Components

In order to address the unemployment and underemployment of handicapped adults, educators, adult service providers, parents and advocates must plan and implement a process that will enable handicapped youths to establish and maintain their personal and vocational independence after completing their formal school experience. According to Barcus et al. (1986), the following key components should be present in any attempt to implement such a process.

1. A sound foundation based on a school program which:

- * begins vocational planning at the elementary level and involves teachers from all levels in program development;
- * provides a vocational curriculum that:
 - is sequenced across grade levels to assure smooth and logical movement from one level to another;
 - focuses on skills required in local employment situations;
 - includes multiple training and work experience options based on the types of community work available for non-disabled persons;
 - takes place in community-based job sites and teaches job skills, production rates, and interpersonal skills;
- * builds an organizational structure in which:
 - special educators and vocational educators work together ;
 - a specific staff person is responsible for getting vocational rehabilitation and other adult service providers involved in the transition process at least 1-2 years before the student expects to complete his or her secondary experience;
 - maximum integration into school and community settings is stressed, in order to help students with handicaps learn to work and play with persons who are not handicapped;
 - parents are systematically involved in planning their child's educational program;
 - agencies and individuals who will provide post graduation followup are identified and brought into the transition process before a student completes secondary school;
 - followup studies are used to assess former students' success on the job and in the community; and

- administrators and program supervisors provide support for community based instruction, coordination of services with other agencies, and allocation of staff and resources to make job placement, training, and community based support possible.

2. A formal written transition plan which:

- * is developed for each student and includes annual goals and short term objectives that reflect skills required to function on the job and in the community;
- * specifies who is responsible for each aspect of the process, including skill training, referral to adult service agencies, job placement, on-the-job training, and post employment followup;
- * includes comprehensive strategies that specify which independent living skills (money management, use of transportation, social skills, and so forth) will be taught, how they will be taught, and by whom they will be taught;
- * is developed at least three to five years before graduation, and revised at least annually;
- * is part of the IEP during the individual's school years and part of the Individualized Written Rehabilitation Plan if the individual becomes a vocational rehabilitation client;
- * is developed with the systematic and informed participation of the individual's parents or guardian.

3. Multiple employment options, which should include:

- * regular competitive employment;
- * competitive employment with ongoing support services; and
- * sheltered enclaves or work crews in which groups of workers, both disabled and non-disabled, work in business and industry under the supervision of a trained human services staff person.

Guidelines for Parents

In order to be effective advocates for their children, parents must develop a goal-directed approach. Parents could use the form entitled "Student's Transition Foundation" described in Part III of this section as a guideline when working with schools to develop their children's transition plans.

PART II

EXAMPLE ONE

DISABLED STUDENTS BEYOND SCHOOL: A REVIEW OF THE ISSUES A POSITION PAPER AND RECOMMENDATIONS FOR ACTION (Excerpts)

March, 1986

The Council of Chief State School Officers
400 North Capitol St., NW
Washington, DC 20001
202/393-8161

Obstacles to Smooth Transition from School to Work and Independent Living

No single federal agency is responsible for disabled adults, and states differ widely in how they provide and manage services for this group. When several programs serve disabled youth and adults, individual program officials may lack sufficient knowledge about other programs' eligibility requirements and services. Often students leaving secondary level special education programs do not receive needed state vocational rehabilitation services due to state service delivery priorities and inadequate funding levels. Finally, aside from targeted Job Tax Credits, there are not enough incentives for employers to provide jobs for disabled persons who may require longer training, extra supervision, or other services.

Education Efforts to Address Transition needs of Disabled Students

Although state education agencies and local school systems alone cannot meet the transition needs of disabled youth, education officials can provide crucial leadership to establish cooperative programs with other state and local social service agencies and providers. Nearly 40 states have adopted cooperative agreements among special education, vocational education, and vocational rehabilitation programs. Some have been effectively implemented and enhanced. Minnesota, for example, has established an Interagency Office on Transition Services in the Department of Education which convenes regular meetings of eight state programs, parents and advocates, and a legal agency. Massachusetts has created a Bureau of Transitional Planning within its Office of Human Services to assure that all disabled students who leave school and need continuing support services will receive them from the appropriate agency. North Carolina has established a transition planning office to coordinate state and local services, and set up an interagency council with representation from all human services agencies. The 1985 OSERS Annual Report described other major cooperative ventures for transition services in Delaware, Oklahoma, North Dakota, and Washington.

Recommendations for State Education Agency Leadership

1. Chief state school officers should identify as a major state priority the need for adequate transition services for disabled students who have completed secondary school and are ready to work or pursue post-secondary education.

2. Chief state school officers should encourage coordinated planning and implementation of school to work and adult living transition services for disabled students. They could do this by convening regular meetings on transition services with appropriate state agency directors, including the heads of special education, vocational education, adult education, postsecondary education, vocational rehabilitation, developmental disabilities, mental health, human services, welfare, job training programs, and any other special programs for disabled youth and adults.
3. State education agencies (SEAs) should consider establishing a full-time transition coordinator position or designating a unit to work with local school systems to plan and implement transition programs.
4. SEAs should consider using Developmental Disability Act funds for coordinated planning, and utilizing vocational education funds to enhance components of secondary school programs that assist students with handicapping conditions to make the transition from school to work.
5. SEAs should encourage:
 - joint development of individualized education programs (IEPs) and individual written rehabilitation plans (IWRPs);
 - coordinated special education programs, secondary vocational education special needs programs, and vocational rehabilitation services;
 - enrollment in cooperative vocational education programs by disabled students;
 - stationing of vocational rehabilitation counselors in all high schools
 - regular and systematic exchange of information about the content of each student's program and the progress that he or she is making
 - coordination and analysis of state data bases required for management of special education, vocational education, and vocational rehabilitation programs, with the involvement of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees; and
 - clarification of how to use vocational assessments effectively.
6. SEAs should encourage local school systems to help plan and track disabled youths' progress toward goals and needed transition services. SEAs should encourage the development of local education programs which, beginning in elementary schools, expose all children, including those with disabilities, to the world of work and its responsibilities. Occupational programs, implemented in the intermediate grades, should instill skills and knowledge that are essential to all individuals in meeting their personal, family, home, community, and work responsibilities. Occupational programs should be closely linked to academics and ensure that all students have equal opportunity to participate. A strong occupational program is essential to help students with handicapping conditions develop both an awareness of career possibilities and occupational skills.

7. SEAs should encourage schools to work closely with parents of disabled students not only in determining appropriate education programs for their children but also in developing realistic life goals and identifying necessary transition or continuing services for their children.
8. SEAs should support development of preservice and inservice training for personnel working in multi-disciplinary programs for disabled youth.
9. SEAs should review the results of vocational education civil rights compliance monitoring and vocational program evaluations to identify specific problems in access to, availability of, and quality of vocational services to the in-school disabled population. The three-year State Plans for Vocational Education required by federal law provide a vehicle for targeting federal resources to each state's program improvement priorities.
10. SEAs should encourage the development of state and local education and business partnerships in conjunction with appropriate adult service providers to:
 - expose disabled students to the world of work and job possibilities;
 - provide work-study opportunities for such students;
 - encourage businesses to hire disabled students for competitive jobs and to create supported employment opportunities for disabled youth; and
 - promote cooperation between education agencies and the private sector so that vocational education programs are responsive to labor market trends and employer skill demands.
11. Transitional programs should address the needs of young people who have dropped out of school. Such programs may need to establish outreach components to encourage dropouts who are still eligible for educational programs to re-enter the education systems.
12. SEAs should encourage increased cooperation among postsecondary programs, occupational education, and vocational rehabilitation programs. A wider range of transitional support services must be established to provide disabled students with greater access to postsecondary programs.

EXAMPLE TWO

MINNESOTA INTERAGENCY AGREEMENT EXECUTIVE SUMMARY (Draft)

May 29, 1986

Minnesota Department of Education
Capitol Square
550 Cedar Street
Saint Paul, Minnesota 55101
612/296-0280

Introduction

There are many transitions that people experience throughout their lives. One of those transitions, from secondary school to postsecondary education, employment, and community living, has received much national, state, and community attention. For this interagency agreement, transition is defined as the process whereby a person with disabilities progresses from secondary education to work and living in the community. While transition efforts typically focus on individuals in secondary education programs, this agreement also acknowledges the needs of people who have already left school, but for whom there was not adequate transition planning.

The purpose of this agreement is to facilitate the necessary changes, both within and among agencies, for the creation of an equitable state-wide service system to meet the needs of Minnesota citizens. It provides current information about what agency services exist and how agencies work together in Minnesota. With local input, agencies can actively participate in planning and creating employment and living options for citizens in our communities.

In 1982, Vocational Rehabilitation, Special Education, and Vocational Education signed Minnesota's first Transition Cooperative Agreement. In order to develop a more comprehensive agreement, a State Transition Interagency Committee was created in 1984.

The Minnesota State Legislature established an Interagency Office of Transition Services in the Minnesota Department of Education in July 1985. Strong support from parents and advocates was instrumental in its creation. The Office is responsible for assessing state-wide needs, providing information and technical assistance, and planning for state and local agency collaboration to improve employment and community living outcomes for individuals who are exiting the secondary school system.

Participating Agencies and Organizations

The following agencies and organizations have formed the State Transition Interagency Committee:

- * Client Assistance Project/Legal Advocacy for Developmentally Disabled Persons in Minnesota
- * Minnesota Department of Education
 - Secondary Vocational Education Section
 - Special Education Section
 - Interagency Office of Transition Services
- * Department of Human Services, Division of Mental Retardation
- * Department of Jobs and Training, Division of Rehabilitation Services
 - Vocational Rehabilitation
 - State Services for the Blind
- * State Job Training office, Job Training Partnership Act
- * Parent Advocacy Coalition for Educational Rights (PACER)
- * State Board of Vocational Technical Education
- * State Community College System
- * Developmental Disabilities Council

Goals of the Interagency Agreement

1. Planning for Individuals:

To ensure that a multi-disciplinary interagency team, including the student/client and parents will plan services necessary to meet the anticipated transition needs of each individual.

Formal transition planning with interagency involvement is not consistently done. Assessments and services are not fully coordinated with agencies outside of education. We envision teams as being initiated by public schools and including members of the essential agencies. Teams will develop transition goals and objectives on IEPs to address current and future service needs of individuals.

2. Community Planning:

To ensure that local Transition Interagency Committees are established throughout Minnesota to develop, implement, and monitor comprehensive service delivery systems which respond to the ongoing and changing needs of individuals for service and support.

Local and regional agencies have overlapping needs and goals, and planning is seldom coordinated. Information and data concerning students and clients need to be shared. We envision agencies planning at the community level to meet the program and service needs of individuals in those communities. Transition committees need to be established to further promote interagency coordination.

3. State-wide Planning:

To ensure that state agencies collaborate on an ongoing basis to develop policies, standards, practices, and funding mechanisms to create an equitable state-wide system of community-based transition services.

Interagency planning has expanded to include more agencies. The sharing of responsibilities for transition activities continues to evolve. We envision improved commitment to interagency planning throughout human service system, with local interagency planning promoted and supported.

Implementation Plan

The heart of the Minnesota Interagency Agreement is the commitment agencies have demonstrated by developing the Implementation Plans. Agencies and organizations individually and collectively have outlined specific activities to accomplish agreements' goals and objectives. Activities range from workshops to legislative amendments and policy changes to ensure the improvement of transition services to individuals in Minnesota. Each agency is challenged to actualize these goals.

Highlights of the Minnesota Interagency Agreement

All participating agencies have an information sheet which addresses the following four questions:

1. What is the role of the agency?
2. What transition services are provided?
3. Who can receive transition-related services?
4. What planning and accommodations can be made to meet individual needs?

A matrix summarizes services available from each agency to meet transition related needs of persons with disabilities. This can be used by local and regional teams to identify possible resources when working together to provide current and future service needs of individuals. A glossary and acronym list provide definitions of services and spell out common abbreviations used by education, job training and service providers. Additional resources such as local cooperative agreements and transition projects and reports are provided.

EXAMPLE THREE

A CITIZEN'S GUIDE TO THE IMPLEMENTATION OF MASSACHUSETTS' TURNING 22 LAW: CHAPTER 688

The Commonwealth of Massachusetts
Executive Office of Human Services
One Ashburton Place, Room 1109
Boston, Massachusetts 02108
617/727-8050

Introduction

Chapter 688 was developed by parents and advocates to provide for a two year transitional process for severely disabled young adults who will lose their entitlement to special education upon graduation or reaching age 22.

This law creates a single point of entry into the adult human services system by developing an Individual Transition Plan (ITP) for every person who is found eligible for Chapter 688 because he or she is disabled and will need on-going services and support.

The "Turning 22 Law" is not a continuation of Chapter 766. Chapter 766 provides special education services to students until the age of 22 or until the student earns a high school diploma. This law is an entitlement. Services mandated in the Individual Education Plan must be provided. Once a person graduates from school, he or she is no longer eligible for Chapter 766. Chapter 688 is a bridge into the Adult Human Services system for the more severely disabled person who, if provided appropriate support services, will continue to learn and develop throughout his or her life. It was not intended for the many students who have received special education services and are now able to enter competitive work situations and lead independent lives as adults.

A state human services agency is assigned to manage each eligible case through the 688 transition process. The assigned state agency coordinates the transition, work with the school, family, and individual who is disabled, and convenes an inter-agency team to write the Individual Transition Plan. The process is monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

How The System Works

The system is "area based" and designed to allow a person to remain where his or her family lives. The process is as follows:

- The local school district, through the 766 Evaluation Team, makes the decision that the person may need additional services beyond graduation or turning 22. The student and/or his parents may request the referral, but it must go through the local school district.

- The local school district forwards the case to the appropriate human services agency two years prior to the termination of a student's special education. In most cases, the agency receiving this referral is designated as the transitional agency.
- The Transitional Agency opens a client case file and assists with a referral to the Social Security Administration or the Chapter 688 Unit at the Massachusetts Rehabilitation Commission to establish eligibility.
- The Transitional Agency is responsible for developing an Individual Transitional Plan. Other appropriate human service agencies, school personnel, the family, and the person who is disabled participate.

The Plan is approved by the Executive Office of Human Services. This Individual Transitional Plan must be completed before the person finishes his or her education, when two year notice has been made. The Individual Transitional Plan spells out the services the individual actually needs and states those services that will be provided immediately upon graduation.

Each Individual Transitional Plan stays in effect until it is replaced by an adult service plan developed by the assigned human services agencies. This process is closely monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

Who is eligible?

All persons referred to Chapter 688 must be receiving special education services, in need of continuing services, and unable to work 20 or more hours per week in competitive, non-sheltered employment.

How is Eligibility Determined?

People who are automatically eligible for Chapter 688 services and require no further determination include anyone receiving SSI or SSDI based on their own disability, and anyone listed in the registry of the blind at the Massachusetts Commission for the Blind. A unit at the Massachusetts Rehabilitation Commission determines 688 eligibility for those who are not eligible for SSI. They will determine if a person can work 20 or more hours per week in competitive employment by reviewing an individual's records and scheduling a personal interview, a work evaluation and/or personal interview when necessary.

Is There an Appeals Process?

There are two kinds of appeals under 688. A person may appeal the eligibility decision that determined him/her ineligible for Chapter 688. Or a person may reject and appeal the Individual Transitional Plan after it has been signed by the Secretary of Human Services. All appeals are directed to the Bureau of Transitional Planning in the Executive office of Human Services.

CHAPTER 688 POLICIES AND PROCEDURES

February 1986

(Excerpts)

Responsibilities of the Local School District

1. Referral The local school district completes the referral package, selects the appropriate human service agency and sends a copy of the referral form to the Bureau of Transitional Planning.
2. Parent Information The local school district provides parents and family members with Chapter 688 brochures, information on Supplemental Security Income (SSI) and information on the termination of Chapter 766 entitlement to funding.
3. Interagency Cooperation The local school district assists the human service agencies with joint planning for a client's transition into adult services.

Responsibilities of the Transitional Agency

1. Screen client's case file to determine agency appropriateness.
2. Screen case file for SSI eligibility.
3. Send Chapter 688 Referral Status Form to The Bureau of Transition Planning.
4. Refer non-SSI eligible clients to the Chapter 688 Eligibility Unit.
5. Convene a transitional planning meeting for all Chapter 688 eligible clients. Include all appropriate agencies, family members, school personnel. Include area representatives for all state school clients.
6. Write an Individualized Transitional Plan (ITP) for all Chapter 688 eligible clients.
7. Have Area Directors or their designee approve all ITPs.
8. Send the ITP to the Bureau of Transitional Planning for approval.
9. Revise rejected ITPs and resubmit to the Bureau of Transitional Planning.

Responsibilities of the Bureau of Transitional Planning (BTP)

1. Receive a copy of the referral form from the local school district, or the whole case file for referrals made directly to the BTP.

2. Notify human service agency area office of designation as transitional agency. Notify local school district, client and other human service agencies of transitional agency designation.
3. Receive ITPs and prepare them for presentation to the Transitional Advisory Committee (TAC).
4. Send TAC approved ITPs to client/parent for their approval and notify them of their appeal rights.
5. Sends approved ITPs to local school districts. Sends approved/rejected ITPs to transitional agency.
6. Use an automated data management system to track and monitor referrals and ITPs. Monitor timely referrals with Department of Education. Monitor timely processing of referrals by agencies. Plan services and budget with human service agencies.

Responsibilities of the Transitional Advisory Committee (TAC)

1. Review all submitted ITPs for approval using the following criteria:
 - All human service agencies listed as responsible for service provision have attended the ITP meeting and have approved the draft plan.
 - Any plan requiring residential services within 12 months of the date of the plan has a contingency plan listed if the recommended services are not available.
 - Any plan listing an agency evaluation and services pending outcome of evaluation has a contingency plan listed if the client is determined ineligible for those agencies' services.
 - All plans require a cover sheet with the service codes listed for each service.

Responsibilities of the Reserve Team

1. Receives and reviews all EOHS Chapter 688 reserve requests for eligible Chapter 688 clients losing their entitlement to Chapter 766 funding.
2. Approves clients for temporary emergency funding based on the client's or family's circumstances and a documented potential for crisis.

EXAMPLE FOUR

THE JOB TRAINING AND TRYOUT PROJECT (JT&T)

Job Training and Tryout
11600 Nebel St., Suite 114
Rockville, Maryland 20852
301/468-0913

How was JT&T started?

The Montgomery County Association for Retarded Citizens (MCARC) saw that former special education students were unprepared for employment after completing their secondary school experience. MCARC collaborated with the Special Education Department of The George Washington University to develop the JT&T pilot project. MCARC sought and received funding, classroom space and instructor assistants from a number of private foundations, the local government and the school system's Department of Adult Education. The pilot program operated from August 1983 to August 1984. Fifteen participants enrolled in JT&T. Twelve were placed in competitive jobs.

In 1984, The George Washington University received funding from the U.S. Department of Education to expand JT&T as a model demonstration project and to study its effectiveness. In addition to the federal financial support, JT&T continues to receive support from local sources.

What is the purpose of JT&T?

JT&T is a "time-limited" transition project. Its goal is to assist former special education graduates make the switch from school to employment. The expected outcome for each participant is competitive employment within 6 months to a year after enrollment in this program.

Who is eligible for JT&T?

Applicants must be Montgomery County residents between the ages of 18-21, (federal grant sponsorship) or 22-26 (MCARC sponsorship). JT&T participants must have received high school special education services under the primary classification of mildly mentally retarded or severely learning disabled. Measured I.Q. scores of participants must fall between 55 and 90. Although this requirement excludes some individuals who might benefit from a time-limited transition program, it is mandated by the federal funding source and pertains to the research project. Once the program becomes solely community-sponsored, the I.Q. requirement will be reviewed and modified as needed. It is expected that each JT&T participant will demonstrate the motivation to be competitively employed. Participants must also know, or be willing to learn, how to use public transportation.

Components of JT&T

Employability Skills Training. Participants explore the range of occupations that exist in their communities, try a variety of simulated work tasks, learn their job-related strengths and limitations, practice appropriate personal and social skills, participate in mock interviews, and learn the job search and employment maintenance process.

Job Tryouts. Participants complete two eight-week unpaid internships on actual employment sites. Site selection is based on each participant's expressed interests as well as his or her performance in the classroom and on vocational assessments. The tryouts provide the participant with a first-hand look at the type of work in which he/she expresses interest, and provide data on the participant's personal, social, and work habits/skills. During the tryout period, participants must attend a weekly "work adjustment" seminar.

Supported Job Search/Placement/Follow-up. At the conclusion of the second tryout experience, a plan of action for each participant's job placement is initiated. The basic procedure is as follows: 1) all work-related data are compiled on the participant; 2) pertinent job areas are noted; 3) all involved parties begin searching for relevant job openings; 4) job openings are researched and the participant receives support in the interview/application process. Once on a job, the participant and employer receive training support from JT&T staff for a week. A regular schedule of contact and assistance is maintained by the staff for six months after initial employment. A monthly Job Club is held for all employed participants. This primarily social group also discusses timely topics related to work and independent living. The Montgomery County Association for Retarded Citizens trains volunteer job advocates to provide long-term employment support.

How are parents involved?

Prior to each new JT&T session, staff met with participants and their parents to outline the project's purpose, explain procedures, gather demographic data, and discuss the importance of parental support of the participants as adults rather than special education teenagers. Parents were informed that staff would work with clients directly as adults. All parents of participants who completed the program expressed a high level of satisfaction with the project.

During the program, staff made a number of observations about the parents' influence on training outcomes:

- * Parents send "mixed messages" to their sons and daughters--demanding that they get out and work, but not allowing them to get their driver's licenses because they were "too immature"; encouraging them to stay home from work when they felt slightly ill; complaining because their children had to get up so early it disturbed the rest of the family; asking their children to take off work for family vacations.
- * Many parents had very little understanding of their children's potential and limitations for education, training and employment. This resulted in highly unrealistic expectations or very limited expectations. Parents needed to be reminded of the demands of skill training programs and jobs.

- * Some parents were asked to assist in modifying certain behaviors of the program participants, yet there was little follow-through. This resulted in continued inappropriate behavior by those participants.
- * In several instances, parents jeopardized their children's jobs by calling the employers or insisting on driving their children to work, yet arriving late.

The JT&T staff came to realize that parents of former special education students in transition also need assistance in learning new ways to support their children as the latter assume new roles as wage earning citizens. The staff recommended that parent training activities be incorporated into the project to address the issues listed above as well as other topics such as requesting rent from their son or daughter in order to provide them with an incentive to work. Many of the participants did not perceive a genuine need to work because a majority of their financial and other needs were met by parents.

How have employers responded to JT&T?

Employers have been supportive and interested. JT&T has established over 100 job tryout sites, ranging from public to private, and from large corporations to "Mom & Pop" establishments. Employers have volunteered to conduct mock interviews and have invited JT&T participants to visit job sites. Employers have invited JT&T staff to speak at civic functions, and have hired JT&T participants. As of September, 1986, 30 individuals have completed JT&T and become employed. Ten others left the program prior to completion.

What types of jobs have JT&T participants found?

JT&T participants have found paid, competitive employment in a wide range of occupations. These positions include assistant graphic artist, microfilm processor, salad bar clerk, clothes racking clerk, optical lens processor, stock clerk, office clerk, warehouse worker, kitchen assistant, landscape architect's assistant, mailroom worker, and greenhouse assistant. The average starting wage for JT&T participants has been \$4.27 per hour. Sixty percent of the jobs have been full time positions. Over half of the participants had to wait two to twelve months to receive employee fringe benefits.

What type of on-the-job support does JT&T provide?

JT&T staff provide on-site training during the first day of employment and as often as needed during the remainder of the first week on the job. Most participants required about five hours of training and support at the job site during their first week of work, but needed only a 15 minute followup call, plus another followup call to their employers, by week four. The staff maintains regular contact with the participants through monthly job club meetings and telephone contacts. If intervention is necessary, the staff provides individual counseling and/or identifies additional resources.

How well have the JT&T participants adjusted to their first jobs?

The majority of participants have adjusted quite smoothly. However, the staff identified a variety of work adjustment problems experienced by the participants. The most common difficulties included:

- * inappropriate social interactions with co-workers, supervisors, or customers
- * inappropriate work habits, such as arriving late for work, leaving early, or maintaining disorganized work stations
- * little initiative
- * slow work pace
- * non-assertiveness
- * difficulty following directions
- * repeated seizures.

Employers indicated that the majority of problems participants experienced were related to inappropriate work and social behaviors rather than task related. As problems were identified, the staff used different intervention techniques, such as developing behavior or production contracts, guiding the participant in practicing appropriate work habits, and assisting the supervisor in modifying directions and work tasks. In addition to the weekly and monthly scheduled followup, employers and participants were requested to notify the JT&T staff of any problems and potential concerns related to the job. JT&T staff acted as mediators in resolving these issues.

Do mildly handicapped individuals really need on-going employment support?

Most of the problems arising on the job were discovered by the JT&T followup, and not through employer, participant, or parent-initiated contact. Contrary to the belief that mildly handicapped persons do not need on-going support on the job, JT&T staff have observed that these individuals require some type of follow-up service for an indefinite period. The amount and type of follow-up must be individualized. Monthly telephone contact may suffice for the majority.

What is the purpose of the JT&T research project?

The goal of this research is to investigate the employment histories of all JT&T participants for a five-year period after initial job placement. Participants will be administered tests designed to look at their levels of career maturity, self concept, and decision making capacity. Interviews with the participants and their employers will yield information about their work adjustment and employment patterns. The study will document changes in participant behavior and will also compare the performance of JT&T participants with that of a control group.

Who are the project directors of JT&T?

Mary Ann Katski is the director of the model demonstration project. George Tilson is the director of the research project. Both are on the staff of The George Washington University's Department of Special Education. Anne Menotti and Mary Ann Blotzer of the Montgomery County Association for Retarded Citizens are the JT&T community liaisons.

EXAMPLE FIVE

A VOCATIONAL REHABILITATION APPROACH TO PROVIDING COMMUNITY BASED JOB TRAINING AND TIME LIMITED SUPPORTED WORK FOR INDIVIDUALS WHO ARE SEVERELY DISABLED

Wisconsin Division of Vocational Rehabilitation
160 Westgate Mall, Suite 10
Madison, WI 53711
608/266-3655

Program Summary

- Goal:** Provide community based employment training and on the job support for severely disabled individuals who have just finished their secondary school experience.
- Scope:** Serve six to ten individuals per year, for a maximum period of 12 months per person.
- Method:** Issue a contract for purchase of vocational rehabilitation services to the Job Network, a consortium of local job development/placement agencies. Job Network in turn sublets the contract to the participating agency most capable of providing these services.

Key Factors in the Program's Success

1. Availability of employers who are willing to participate in the training process and hire individuals who are severely disabled.
2. Availability of job developers and job coaches who can perform community based training and job coaching correctly and effectively.
3. Participation of agencies whose staff are not turf conscious and who can fairly apportion the work needed to help severely disabled individuals make an effective transition from school to work.

Excerpts from the 1986-1987 Contract with Job Network

Purchase and Quality of Services. Subject to the terms and conditions set forth in this contract and exhibits attached hereto (all of which are part of this contract), the Purchaser agrees to purchase for and the Provider agrees to furnish to eligible DVR clients the specified services from June 1, 1986 through May 30, 1987.

The exhibits attached indicate the services to be purchased. The purchaser reserves the right to increase or decrease the level of services to meet our needs or availability of funds. The Provider shall maintain staff to deliver the purchased services described in the exhibits attached.

Provider agrees to meet minimum state and federal service standards, as indicated in the Exhibits attached. Provider agrees to repay Purchaser, upon

demand, all funds not used for purposes chargeable to the contract. Provider certifies that no funds, public or private are being received for the costs of the services provided within the contract other than those funds being furnished by the Purchaser under the terms and conditions of the contract.

Revision and Termination. Either party to this contract may terminate same by giving written notice to the other party at least thirty (30) days prior to the effective date of such termination. Such notice of termination...shall be sent by registered mail.

Cost of Purchased Services. Subject to the limitations specified in the body of the contract, the rate for services will be as follows:

First 3 month period-full time involvement - \$1,120 per month per client
Second 3 month period - 3/4 time involvement - \$840 per month per client
Third 3 month period - 1/2 time involvement - \$560 per month per client
Fourth 3 month period - 1/4 time involvement - \$280 per month per client

Conditions on the Parties' Obligations. The provider shall not sublet or assign any part of the work under this contract other than to participating agencies. Other agencies may be included with written approval of the purchaser's administrator. The provider is responsible for fulfillment of the terms of this contract.

It is further agreed, if during the effective term of this contract, federal and/or state funds are reduced or cannot be obtained thereby effecting the continuance of the indicated level of purchased services, the obligations of the Purchaser, under the contract, shall be terminated and/or reduced without prejudice to any obligations or liabilities of either party accrued prior to such termination or reduction of funds.

Exhibit A

A Community Based Job Coaching Placement Program will provide direct, systematic instruction of job tasks and related vocational skills on a competitive job site in the community, based on the needs of those to be instructed.

The Provider will develop and implement a Community Based Job Coaching Placement program for six former special education students for up to twelve consecutive months of service. The special education students have been placed in community work sites by the school system. Based on the needs of these severely disabled individuals, services will be provided as follows:

First 3 month period - full time involvement
Second 3 month period - 3/4 time involvement
Third 3 month period - 1/2 time involvement
Fourth 3 month period - 1/4 time involvement

The program will provide the necessary training and support to enable the individuals to maintain competitive employment and earn at least 50% (gross) of the Federal minimum wage (based on 20 hours per week) in the week prior to termination of services or, if earnings fluctuate, an average of at least 50%

of the Federal minimum wage on a 20 hour/week basis over the 60 day period prior to termination of services regardless of the number of hours worked.

The Community Based Job Coach Placement program will have the following:

1. An individual written plan should be developed for each person to increase that person's productivity and to maximize earnings and independence. Each plan will include the following elements:
 - a. the job or job family which is the training objective.
 - b. identification of work-related skills/behaviors to be dealt with
 - c. the performance standards against which the person's program will be assessed and the method of assessment
 - d. the work assignment or environment
 - e. the techniques and methods of instruction to be used
 - f. health and safety procedures related to the job or the job family
 - g. provisions to obtain support services to accomplish training objective
 - h. recommendations for accommodations necessary to perform the job
 - i. the time frames for the anticipated accomplishment of the goals
 - j. the person(s) responsible for implementing various parts of the plan.
2. At least monthly, the person's plan for services, goals, and progress toward goals should be reviewed with changes being made as needed.
3. Nonwork needs of the individuals which may affect their functioning on the job should be identified, and referral made to supportive services in order to address these needs.
4. There should be an assessment of the appropriateness of each person's skill training or job objective. This assessment may be in the form of prior written evaluation recommendations or a person may be allowed to spend a specified period of time in training to appraise the likelihood of a successful outcome.
5. Information regarding special service needs, techniques, etc., should be communicated as needed. For example, tell co-workers about the behaviors/disability, or conduct in-service training for supervisors and co-workers.
6. Wages paid each person should be in full for all work performed.
7. Each person should receive a written statement for each pay period indicating gross pay, hours worked, deductions, and net pay.
8. No persons will be placed on jobs in businesses being struck.

9. Any work sites developed by the provider must be evaluated as to appropriateness with regard to:
 - a. accessible work environment
 - b. availability of transportation to work place
 - c. availability and consistency of work
 - d. jobs matched with specific individuals with employer and employees
 - e. opportunity to interact with non-handicapped people
 - f. safety/health
 - g. access to community resources
 - h. access to job support services
 - i. the employer's liabilities/responsibilities.
10. There must be a written statement that clearly delineates:
 - a. the responsibilities of the employer
 - b. the responsibilities of the worker
 - c. wage payment practices
 - d. fringe benefits
 - e. work rules
 - f. non-discrimination provisions
 - g. employer grievance and appeal procedures.
11. Records will be kept by the Provider and will include as a minimum:
 - a. summary of work experience sites
 - b. dates started/ended at each site
 - c. days/time on site
 - d. frequency of job coach contacts and hours spent
 - e. tasks/activities performed
 - f. summary of performance
 - g. salary source/rate of pay
 - h. transportation to site
 - i. individual written plan and changes, if any
 - j. monthly progress reports
 - k. DVR authorizations.
12. Progress reports will be submitted monthly to the assigned DVR counselor describing each person's progress in meeting the goals of the individual's written plan in both work-related and non work-related areas.

PART III

EVALUATING THE EFFECTIVENESS OF TRANSITION PROGRAMMING

Two crucial elements in developing effective transition services are:

- 1) determining how effectively each student is being prepared to make that transition;
- 2) determining the degree to which each student actually achieves an appropriate personal and vocational transition.

This section contains two forms which can be used to help determine the effectiveness of a transition program. The first form, entitled "Student's Transition Foundation", is designed to help an instructor, parent, or advocate determine whether or not a student is being prepared to make the transition to post school options. The form highlights two key issues: major post school goals which should be the focus of secondary programming, and the student's current status in developing the skills needed to achieve those goals.

If a student is to make an effective transition to post high school options, a proper foundation is essential. For this reason, a review of each student's post school goals and progress being made toward them should be carried out at least annually. This review would seek to determine whether post school goals have been established, what those goals are, what skills each student has already developed, and what skills must be worked on prior to graduation in order to enhance that student's chances of an effective transition. Each student's IEP should then, of course, be modified to meet the transition preparation needs identified in this review.

Because the typical special education student is not highly self directed nor well versed in setting and achieving goals, someone must assume responsibility to ensure that each student develops skills needed to achieve his or her post school goals. Thus page one of this form stresses the need to specify which individuals are responsible for instructing each student in the behavioral objectives associated with each of that student's post school goals.

The second and third pages of this form focus on the student's current proficiency in key skills and behavioral objectives associated with the goals specified. In using this portion of the form, determine which specific skills were achieved by the student up to the time of the review, how these skills were measured, by whom they were measured, and when they were measured. If the user of this form cannot determine whether or not a student has mastered any skills in the categories listed, he or she should be very concerned about the quality of that student's preparation for transition to post school options.

So too, if the user of this form is unable to determine how the student's performance on any given behavioral objective was measured, or if this measurement was so vague (e.g. "satisfactory", "good", "exceeds expectations") that one cannot describe in concrete terms what it means, this too should be cause for concern. For example, if a "Money Management" objective stated "the student will learn to establish and follow a monthly budget," an acceptable performance measure would be "student establishes monthly budget in the

be very threatening to staff who are listed as responsible for working with each student to attain his or her post-school goals. But if an effective transition program is to be implemented, specificity and personal responsibility are crucial.

The final page of this form focuses on post high school training and support services. Not every student will, or should, enroll in formal post high school training. Nor will every former special education student need an array of post high school support services. However, for those who do, the appropriate linkages must be established before that student completes his or her high school experience. Such linkages must include specifying which staff in which agencies will be responsible for each support service needed. In addition, a timetable must be set regarding when these support services will begin, and how long they are expected to last. Too often, staff from schools and adult service agencies assume a passive approach, in which they make one or two phone calls, consider that effort sufficient for referral purposes, and assume that the students will be self directed, self confident, and skilled enough to follow through on their own. The extremely high unemployment rate among handicapped adults nationwide would seem to indicate that this approach has grave weaknesses.

The second form, entitled "Transition Effectiveness Survey", is designed to help school staff assess the effectiveness of their transition program. The form is, in effect, a followup instrument which could be used to collect data (by phone or by mail) on the post school status of former special education students.

For best results, all former special education students should be surveyed, and the resulting data compared on a year to year basis. Ideally, similar data should be collected on former special education students who left the school system prior to the initiation of a systematic transition plan. This data would serve as a reliable baseline against which to compare subsequent followup results.

STUDENT'S TRANSITION FOUNDATION

Student Name _____	Person Completing Form _____
Address _____	Title _____
City _____	Address _____
State _____ Zip _____	City _____
Phone Number _____	State _____ Zip _____
	Phone Number _____ Date _____

Student Goals**Living Arrangements**

Current status _____

Goals	Completion Date	Person(s) Respon.
-------	-----------------	-------------------

1. _____

2. _____

Vocational Preparation

Current status _____

Goals	Completion Date	Person(s) Respon.
-------	-----------------	-------------------

1. _____

2. _____

3. _____

4. _____

5. _____

Employment

Current status _____

Goals	Completion Date	Person(s) Respon.
-------	-----------------	-------------------

1. _____

2. _____

3. _____

4. _____

5. _____

Independent Living Skills

<u>Behavioral Objective</u>	<u>Present Performance Level/measurement Meth.</u>	<u>Persons Responsible</u>	<u>Date Measured</u>
A. Grooming/Hygiene/Health			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
B. Money Management			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
C. Communication/Social Skills			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
D. Safety/Emergency Procedures			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
E. Travel in the Community			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____

F. Leisure Time Activities

1.			
2.			
3.			
4.			
5.			

G. Food Acquisition/Preparation

1.			
2.			
3.			
4.			
5.			

H. Housing Acquisition/Maintenance

1.			
2.			
3.			
4.			
5.			

Employment Preparation

	Present Performance	Persons	Date
<u>Behavioral Objective</u>	<u>Level/measurement Meth.</u>	<u>Responsible</u>	<u>Measured</u>
A. Academic Skills			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

B. Prevocational Skills (e.g. accepting supervision, punctuality)

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

C. Vocational Skills Taught in Class

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

D. Work Experience/On the Job Training

1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Post High School Training

Name of Training Program _____

Enrollment Deadline _____

Organization Providing Training _____

Address _____ City _____ Zip _____

Contact Person for Intake/Enrollment _____

Office Hours _____ Phone Number ____/____

Person Responsible for Helping
This Student to Enroll _____ Phone Number ____/____

Person Responsible for Post-
Enrollment Support, if Needed _____ Phone Number ____/____

Post High School Support Services

<u>Service</u>	<u>Person & Agency Providing Service</u>	<u>Start</u>	<u>End</u>
1. Supervised Living Arrangement	_____	_____	_____
2. Job/Career Counseling	_____	_____	_____
3. Job Placement	_____	_____	_____
4. Post Employment Job Coaching	_____	_____	_____
5. Transportation to/from work	_____	_____	_____
6. Social Security Benefits	_____	_____	_____
7. Personal Counseling	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____
12. _____	_____	_____	_____

TRANSITION EFFECTIVENESS SURVEY

Your Name _____ Birthdate _____
 Current Address _____ City _____
 State _____ Zip Code _____ Phone Number _____ / _____
 Year you graduated from school _____

WORK

Please check the answer which fits you now:

- _____ employed full time (35 hours a week or more)
 _____ employed part time (34 hours a week or less)
 _____ military service
 branch of service _____
 your military job _____
 _____ unemployed and looking for work
 _____ unemployed and NOT looking for work
 _____ homemaker and looking for paid work
 _____ homemaker and NOT looking for paid work

IF YOU ARE WORKING AT A JOB FOR PAY, please answer the following:

Job title _____

Main duties you must carry out on this job _____

How long have you been working at THIS job? _____

Employer's name _____

Address of the place you work _____

City _____ Zip Code _____

May we contact your supervisor to see how well you are doing?

- _____ no
 _____ yes

If it is ok to talk to your employer, please **print your supervisor's name**
 on this line _____

and **sign your name**

on this line: _____

WORK, continued

How much do you earn per hour: \$ _____/hour

Number of hours you work each week _____

Please check ALL fringe benefits you get on this job:

_____ None	_____ FICA
_____ Paid vacation	_____ Worker's compensation
_____ Paid holidays	_____ Unemployment compensation
_____ Paid sick days	_____ Medical insurance
_____ Pension	_____ Dental insurance
_____ Life insurance	_____ Other (describe) _____

Who helped you get the job you have now? Please check the right answer:

_____ co-op program teacher
_____ special education teacher
_____ other teacher from school
_____ vocational rehabilitation counselor
_____ Job Service counselor
_____ your parents, brother, or sister
_____ a friend or neighbor
_____ no help from anyone

Is your present job the same one you had since leaving school? _____yes _____no

If NO, how many jobs have you had since leaving school? _____

How long did it take you to find
your FIRST job after leaving school? _____

SCHOOL

Are you going to school now? _____no _____yes

If you ARE going to school now, check which one:

_____ a vocational school--one year diploma program
_____ a vocational school--two year associate degree program
_____ a four-year college program
_____ an apprentice program
_____ an on-the-job training program
_____ other (please tell us what it is) _____

If you are in school, what is the name of the school? _____

What is your area of study? _____

INCOME

What are your sources of income? Check ALL that apply:

- | | |
|--|--|
| <input type="checkbox"/> your job | <input type="checkbox"/> social security |
| <input type="checkbox"/> your family | <input type="checkbox"/> welfare |
| <input type="checkbox"/> your roommate | <input type="checkbox"/> workfare |
| <input type="checkbox"/> your spouse | <input type="checkbox"/> vocational rehabilitation |
| | <input type="checkbox"/> other |

LIVING SITUATION

Who are you living with?

Please check the right answer:

- ☐ nobody but myself
- ☐ parents
- ☐ other relative
- ☐ your spouse
- ☐ group home
- ☐ room mate
- ☐ other

If you live in your own home or apartment, did anyone help you get this place to live? ☐ yes ☐ no

Does anyone help you make up a budget or manage your money? ☐ yes
☐ no

Does anyone help you buy your food? ☐ yes ☐ no

Does anyone help you get your meals ready? ☐ yes ☐ no

TRAVEL

How do you get to work and back home again? _____

How do you get to the grocery store, or other stores? _____

Do you have a driver's license? ☐ yes ☐ no

WORK, continued

How much do you earn per hour: \$ _____/hour

Number of hours you work each week _____

Please check ALL fringe benefits you get on this job:

_____ None	_____ FICA
_____ Paid vacation	_____ Worker's compensation
_____ Paid holidays	_____ Unemployment compensation
_____ Paid sick days	_____ Medical insurance
_____ Pension	_____ Dental insurance
_____ Life insurance	_____ Other (describe) _____

Who helped you get the job you have now? Please check the right answer:

_____ co-op program teacher
_____ special education teacher
_____ other teacher from school
_____ vocational rehabilitation counselor
_____ Job Service counselor
_____ your parents, brother, or sister
_____ a friend or neighbor
_____ no help from anyone

Is your present job the same one you had since leaving school? _____yes _____no

If NO, how many jobs have you had since leaving school? _____

How long did it take you to find

your FIRST job after leaving school? _____

SCHOOL

Are you going to school now? _____no _____yes

If you ARE going to school now, check which one:

_____ a vocational school--one year diploma program
_____ a vocational school--two year associate degree program
_____ a four-year college program
_____ an apprentice program
_____ an on-the-job training program
_____ other (please tell us what it is) _____

If you are in school, what is the name of the school? _____

What is your area of study? _____

INCOME

What are your sources of income? Check ALL that apply:

- | | |
|--|--|
| <input type="checkbox"/> your job | <input type="checkbox"/> social security |
| <input type="checkbox"/> your family | <input type="checkbox"/> welfare |
| <input type="checkbox"/> your roommate | <input type="checkbox"/> workfare |
| <input type="checkbox"/> your spouse | <input type="checkbox"/> vocational rehabilitation |
| | <input type="checkbox"/> other |

LIVING SITUATION

Who are you living with?

Please check the right answer:

- ☐ nobody but myself
- ☐ parents
- ☐ other relative
- ☐ your spouse
- ☐ group home
- ☐ room mate
- ☐ other

If you live in your own home or apartment, did anyone help you get this place to live? ☐ yes ☐ no

Does anyone help you make up a budget or manage your money? ☐ yes
☐ no

Does anyone help you buy your food? ☐ yes ☐ no

Does anyone help you get your meals ready? ☐ yes ☐ no

TRAVEL

How do you get to work and back home again? _____

How do you get to the grocery store, or other stores? _____

Do you have a driver's license? ☐ yes ☐ no

RECREATION

What do you do when you are not at work? Check ALL that apply?

- | | |
|--|---|
| <input type="checkbox"/> play sports | <input type="checkbox"/> read |
| <input type="checkbox"/> take naps | <input type="checkbox"/> watch TV |
| <input type="checkbox"/> visit friends | <input type="checkbox"/> do crafts |
| <input type="checkbox"/> do hobbies | <input type="checkbox"/> go to movies.... |
| <input type="checkbox"/> drive around | <input type="checkbox"/> walk around |

PERSONAL NEEDS

Do you any of the following people work with you:

- ☐ case worker
- ☐ social worker
- ☐ job coach

MEDICAL NEEDS

Do you have a "Green Card"? ☐ yes ☐ no

OTHER INFORMATION

Was there anything you now wish you learned in high school but did not? ☐ yes ☐ no

If you answered "yes" what did you wish you had learned while in high school? Check all that apply.

- ☐ how to manage your money
- ☐ how to manage your time
- ☐ how to stand up for yourself
- ☐ how to handle emergencies
- ☐ how to get medical help if needed
- ☐ how to keep yourself neat and clean
- ☐ how to buy and cook food
- ☐ how to keep your house/apartment neat and fixed up
- ☐ other _____

What services do you need NOW but are not getting? Check all that apply.

- ☐ job or career counseling
- ☐ personal counseling
- ☐ transportation
- ☐ job club or other support group
- ☐ other _____

PART IV RESOURCES

Organizations

THE EMPLOYMENT NETWORK provides technical assistance to states and organizations involved in implementing supported employment and transitional employment programs for people with disabilities. This project provides assistance in the areas of employment service innovation, emerging employment options, state systems to promote employment, and information management. Primary recipients of technical assistance are states funded as demonstrations by the U.S. Department of Education, Rehabilitation Services Administration. Other organizations and states will be provided technical assistance to the extent possible. Technical assistance is provided through direct consultation, information dissemination, and seminars or conferences.

Project outcomes include: a model for identifying state level needs in order to promote supported and transitional employment; a process for specifying the nature and amount of technical assistance needed to promote employment opportunities in given states; identification of materials and training techniques that address the development of employment opportunities; and a process for evaluating the impact of technical assistance on state level development of supported and transitional employment.

For additional information, contact:

David Mank or Jay Buckley
The Employment Network
University of Oregon
College of Education
Eugene, OR 97403-1211
503/686-5311

THE SECONDARY TRANSITION INTERVENTION EFFECTIVENESS INSTITUTE is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed by Frank Rusch and co-directed by L. Allen Phelps, the Transition Institute addresses both the theoretical and practical problems of transition from school to work for youths with handicaps. Transition Institute staff perform research, evaluation and technical assistance activities. The research program studies and formulates interventions at four levels of analysis: individual, small group, community, and society.

The evaluation program collects and summarizes information about model programs funded under OSERS' secondary and transition services initiative. Data are collected annually on inservice demonstration models, cooperative models, youth employment projects, post-secondary projects, and "transition from school to work" projects. The evaluation program helps directors of model projects select and use appropriate instruments and procedures for assessing students' entering and exiting skills. A taxonomy of instructional objectives and an inventory of assessment procedures will be developed. The evaluation program also examines the educational, employment and independent living outcomes attained by handicapped youth as they leave school and enter the work force.

For additional information, contact:

Dr. Frank Rusch, Director
Secondary Transition Intervention Effectiveness Institute
College of Education
University of Illinois
110 Education Building
1310 South Sixth St.
Champaign, IL 61820
217/333-2325

Publications

Decoteau, J. P., Leach, L. G., & Harmon, A. S. (1986). Handbook for project directors. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 133 page publication provides the project names, descriptions, and contact persons for projects funded during 1985-86 by the U.S. Office of Special Education and Rehabilitative Services in the following areas: model demonstration programs (post-secondary), service demonstration projects (transition), cooperative models for planning and developing transition services, and transitional strategies and techniques.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Harnish, D. L., Chaplin, C. C., Fisher, A. T., & Tu, J. (1986). Transition literature review on educational, employment, and independent living outcomes. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 179 page publication provides a review of documents which focused on education, employment, and independent living outcomes across ten handicapping conditions, including those students considered disadvantaged. In addition to studies which focused on the disadvantaged, outcome studies reviewed covered persons who are learning disabled, mentally retarded (mild, moderate, severe/profound), seriously emotionally disturbed, hard of hearing/deaf, orthopedically handicapped, other health impaired, visually impaired, multi-handicapped, and deaf-blind. Both published and unpublished material have been reviewed. One hundred documents are summarized in this publication.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Harnish, D. L., Lichtenstein, J. S., Langford, J. B., & Tu, J. (1986). Digest on youth in transition. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 143 page document is the first in a series of annual descriptions of data that examine the educational, employment, and independent living outcomes attained by handicapped youths as they exit school and enter the work force. This publication presents data on the percentages of youth served, by handicapping condition, at the state level for the 6-17 year old group versus the 18-21 year old group. In addition, characteristics of handicapped and nonhandicapped youth, as provided in the High School and Beyond data Base, are used to compare educational outcomes and employment rates for handicapped and non handicapped youth, as well as depict salient differences in educational and employment outcomes among six specific categories of handicapped youth.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Leach, L. N., & Harmon, A. S. (1986). Annotated bibliography on transition from school to work. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 283 page publication provides succinct yet meaningful descriptions of 431 documents which address issues relating to the transition of handicapped youth from school to work and other options of adulthood.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

DeStefano, L., & Linn, R. (1986). Review of student assessment instruments and practices in use in the secondary/transition project. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 258 page publication reports the results of a research study whose purpose was to determine the current status of instrumentation and practices used for student assessment by programs dealing with the transition of special education students from school to work or postsecondary education. The study also sought to determine in which areas current practice was unable to meet the changing demands on transitional services. This publication also reviews 112 commercially available assessment instruments/packages.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

McCarthy, P., Everson, J., Barcus, M., & Moon, S. (1986). Vocational transition: a priority for the '80s. Project TIE, 1, (1), 1-7.

This newsletter, published by staff of the Transition Into Employment Project, provides a practical description of a transition team, suggests ways to establish one, and offers ideas about developing transition plans for youth who are handicapped.

For more information, write to Project TIE, 131 West Main St., Richmond, VA 23284-0001; or call 804/257-1851.

Maddox, M., & Edgar, E. (1985, June). Maneuvering through the maze: transition planning for human service agency clients. Unpublished manuscript. University of Washington, Child Development and Mental Retardation Center, Seattle.

This 17 page document discusses the issue of transition within the context of interagency collaboration, and examines a number of transition points in the lives of individuals who are handicapped. The article also presents a conceptual framework for the notion of transition, and examines reasons why individuals make transitions. The work also discusses seven critical issues that cut across many different types of interagency transitions: awareness, eligibility/program entrance criteria, information exchange/communication, program planning before transition, feedback/followup after transition, written procedures, and parent involvement.

For more information, write to the Child Development and Mental Retardation Center, University of Washington, Seattle, WA 98195; or call 206/543-4011.

New York Area Study Group on Transition. (1986). Reflections on transition: model programs for youth with disabilities. New York: City University of New York, Center for Advanced Study in Education.

This 186 page publication describes 10 transition projects funded by the U.S. Office of Special Education and Rehabilitative Services in the New York Area. Five of the projects worked with students on the transition to employment, three on the transition to post-secondary education, and two on building capacity--one in developing a system to match disabled college graduates with employers, and the other in developing a system to include students with handicapping conditions in the newly established New York City Job and Career Center. Three projects served only learning disabled students, one each served hearing impaired and autistic individuals, and the other five worked with more diverse groups of persons with handicaps. Six of the projects are conducted by universities, and four by disability services organizations.

For more information, write to the Center for Advanced Study in Education, Graduate School, City University of New York, 33 West 42nd Street (620N), New York, NY 10036.

Rusch, F. R., McNair, J., & DeStefano, L. (1986). School-to-work research needs. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

This 86 page publication describes research which identified problem areas that researchers should address if they wish to improve rehabilitation and educational interventions for individuals who are handicapped. One study reported in this publication identified 25 questions of general concern. A second study prioritized these questions based on feedback from researchers, model program developers, and administrators in rehabilitation, vocational education and special education. The publication also describes an analysis of these questions, and their interrelationships.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Sarkees, M. D., & Scott, J. L. (1985). Vocational special needs. (Second Edition). Alsip, IL: American Technical Publishers.

This book is suitable for either a preservice or inservice training text. It consists of twelve modules addressing the vocational preparation of special needs learners. Topics include referral, identification, and placement of special needs learners; vocational assessment; individualized education programs; interagency collaboration and cooperative planning; applying rehabilitation technology; and transition, job placement and followup.

For ordering information, write to American Technical Publishers, 12235 S. Laramie Ave., Alsip, IL 60658, or call 312/371-9500.

Schloss, P. J., McEwen, D., Lang, E., & Schwab, J. (1986, Spring). PROGRESS: A model program for promoting school to work transition. Career Development for Exceptional Individuals, 9, 16-23.

This article describes the PROGRESS model (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). This model establishes a curriculum and training link directly from school to work, and thus ensures that moderately and severely handicapped youths have the opportunity to obtain gainful employment in their home communities.

Stake, R. E. (1986). Issues in research on evaluation: improving the study of transition programs for adolescents with handicaps. Champaign, IL: Secondary Transition Intervention Effectiveness Institute.

Topics covered in this 201 page publication include: needed research on evaluation: improving the study of transition programs; evaluating effectiveness; transition issues that affect research on evaluation; needed research on optimizing the structure of evaluation designs; and situational context as influence on evaluation.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

Wehman, P., Kregel, J., & Barcus, J. M. (1985). From school to work: a vocational transition model for handicapped students. Exceptional Children, 2, 25-37.

This paper presents a three stage vocational transition model for handicapped youth as they move into adulthood. The model is characterized by the need for secondary programs that reflect a functional curriculum, integrated services, and community based instruction. The transition process should be initiated well before graduation, should involve parent and adult service providers, and should be formalized. Postsecondary vocational alternatives should reflect paid employment outcomes and reflect a diversity of options for mildly, moderately, and severely handicapped youth. Finally, greater followup of handicapped students into adulthood by school systems is mandatory if we are to assess how effective our programs are in reducing the extraordinarily high unemployment rate of disabled persons in this country.

Wehman, P., Moon, M. S., & McCarthy, P. (1986, January). Transition from school to adulthood for youth with severe handicaps. Focus on Exceptional Children, 18, 1-12.

This article provides a comprehensive description of employment alternatives for persons with severe handicaps.

West, L., Gritzmacher, H., Johnson, J., Boyer-Stephens, A., & Dunafon, D. (1986). Missouri transition guide. Columbia, MO: Missouri LINC.

This 175 page publication is composed of five sections: an overview of transition, Missouri LINC's transition model, program planning and evaluation, transition information, transition resources, and a glossary.

For ordering information, write to Missouri LINC, University of Missouri-Columbia, 609 Maryland, Columbia, MO 65211, or call 314/882-2733.

REFERENCES

- Barcus, M., Kregel, J., Moon, S., Rehder, K., & Wehman, P. (1986). School to work transition. RRTC, 2,1-5.
- Harris, L. et. al. (1986). Disabled Americans' self perceptions: bringing disabled Americans into the mainstream (Summary). Washington, DC: Author.
- Loomis, R., Bartelt, J., Miller, L., Taylor, D., & Towne, S. (1986). Followup vocational data on graduates of programs for mildly retarded students. Madison, WI: Madison Metropolitan School District.
- Wehman, P., & Hill, J. (Eds.). (1985). Competitive employment for persons with mental retardation: from research to practice. Vol. 1. Richmond, VA: Virginia Commonwealth University, School of Education, Rehabilitation Research and Training Center.



REPLICATING JOBS IN BUSINESS & INDUSTRY FOR PERSONS WITH DISABILITIES

JOB REPLICATION FORM

Purpose

The purpose of the Jobs Replication Form is to obtain information about jobs persons with disabilities perform in business and industry and in the public sector.

People with disabilities need role models that help raise their aspirations and expectations about jobs they can perform. Teachers, counselors, job placement personnel and employers also need exemplary employment models to use when working with people who are disabled. The information you supply will help us to create a catalog of job descriptions that provides these role models.

Instructions for Completing the Jobs Replication Form

The Jobs Replication Form is divided into three sections:

1. General Information about your business or industry.
2. Job Information about a particular job performed successfully by a particular employee who is disabled. Please select one specific disabled employee and describe that person's job.
3. Considerations that enabled this person to be hired initially and to succeed in this job.

PLEASE READ EACH QUESTION CAREFULLY

Complete each question by checking those items that best answer the question or by writing the information requested. You will need approximately 20 to 30 minutes to complete this form. Please feel free to photocopy the Jobs Replication Form if you wish to provide information about more than one employee with a disability.

REMINDER - PLEASE COMPLETE THIS FORM FOR ONLY ONE EMPLOYEE

Release of Information

Please sign the following release of information.

Permission is granted to include the information on this form in a catalog of jobs that will serve as role models for employing persons with disabilities.

(Company)

(Signature)

(Date)

(Title)

Please send your completed Jobs Replication Form in the business reply envelope to:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson Street
Madison, WI 53706

THANK YOU FOR YOUR HELP.



Vocational Studies Center
School of Education • University of Wisconsin-Madison

Section I

GENERAL INFORMATION

(Company Name) _____

(Person who completed this form) _____

(Title) _____

(Address) _____

(Person to contact for more information) _____

(Title) _____

(City, State, Zip) _____

(Telephone Number) _____

1. Description of Company

Please describe your company (include main product or service). _____

2. Number of Employees

Total Company _____ This Site _____

3. Worker's Disability

Section II

JOB INFORMATION

4. Title of Position Held by Employee Who is Disabled

5. Work Schedule

Status: _____ Permanent _____ Seasonal _____ Temporary

Number of days per week _____

Total hours per day _____

Time of work _____ a.m. _____ a.m.
p.m. to _____ p.m.

Rotating shifts? _____ Yes _____ No

6. Standard Amount of Direct Supervision Provided

_____ none _____ moderate
_____ minimal _____ maximal

7. Employment History

Time with the company _____

Time in this position _____

8. Probationary Period

_____ No _____ Yes

If yes, how long? _____

9. Wages

_____ Hourly \$ _____ per hour

_____ Salaried \$ _____ per month

10. Benefits

_____ None	_____ FICA
_____ Paid vacation	_____ Worker's compensation
_____ Paid holidays	_____ Unemployment compensation
_____ Paid sick days	_____ Medical insurance
_____ Pension	_____ Dental insurance
_____ Life Insurance	_____ Other (specify)

11. Examinations Required

_____ None	_____ Other (specify)
_____ Physical	
_____ Hearing	
_____ Vision	

12. Work Setting (e.g., farm, office, factory)

(specify) _____

13. Academic Credentials Required

<input type="checkbox"/> None	<input type="checkbox"/> Certificate (specify) _____
<input type="checkbox"/> GED	
<input type="checkbox"/> High school diploma	_____
<input type="checkbox"/> Associate degree	
<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> License (specify) _____
<input type="checkbox"/> Master's degree	
<input type="checkbox"/> Doctorate	_____
<input type="checkbox"/> Other (specify) _____	

14. Other Job Requirements

<input type="checkbox"/> None	
<input type="checkbox"/> Age (minimum/maximum) _____	
<input type="checkbox"/> Driver's license	<input type="checkbox"/> On call
<input type="checkbox"/> Own vehicle	<input type="checkbox"/> Dress code
<input type="checkbox"/> Uniform	<input type="checkbox"/> Civil Service exam
<input type="checkbox"/> Union membership	<input type="checkbox"/> Other (list) _____
<input type="checkbox"/> Polygraph	
<input type="checkbox"/> Bondable	_____

15. Work Experience

☐ None ☐ Preferred ☐ Required

Describe

16. Environmental Conditions Related to This Job

<input type="checkbox"/> Hot	<input type="checkbox"/> Mechanical hazards
<input type="checkbox"/> Cold	<input type="checkbox"/> Moving objects
<input type="checkbox"/> Humid	<input type="checkbox"/> Cramped quarters
<input type="checkbox"/> Dry	<input type="checkbox"/> High places
<input type="checkbox"/> Wet	<input type="checkbox"/> Burns
<input type="checkbox"/> Dust	<input type="checkbox"/> Electrical hazards
<input type="checkbox"/> Dirt	<input type="checkbox"/> Explosives
<input type="checkbox"/> Odors	<input type="checkbox"/> Radiant energy
<input type="checkbox"/> Noise	<input type="checkbox"/> Toxic conditions
<input type="checkbox"/> Inadequate ventilation	<input type="checkbox"/> None
<input type="checkbox"/> Inadequate lighting	<input type="checkbox"/> Other (specify) _____
<input type="checkbox"/> Vibration	_____

17. Special Conditions

☐ None

☐ High rate of production

☐ Precision/quality

☐ Distracting conditions

☐ High level of stress (deadlines, etc.)

☐ Other (specify) _____

18. Work Group (check all that are appropriate)

☐ Works alone ☐ Small group (1 - 10)

☐ One-to-one ☐ Large group (11 or more)

19. Narrative Description of the Job
(please describe the job in your own words -- include specific tasks)

20. Physical Demands of This Job (estimate percentage for each category -- answers to A, B, C, and D should total 100%)

A. SEDENTARY WORK (lift 10 lbs. max., limited walking or standing) _____ % of time	B. LIGHT WORK (lift 20 lbs., carry 10 lbs. max., stands up to operate equipment, also walks) _____ % of time	C. MEDIUM WORK (lift 50 lbs., carry 25 max., walks, stands continuously during some operations) _____ % of time	D. HEAVY WORK (lift 100 lbs. max., carry up to 50 lbs.) _____ % of time
--	--	---	---

21. Physical Activities Performed on This Job

<input type="checkbox"/> Push	<input type="checkbox"/> Climb	<input type="checkbox"/> Crouch	<input type="checkbox"/> See	<input type="checkbox"/> Sense of smell
<input type="checkbox"/> Pull	<input type="checkbox"/> Balance	<input type="checkbox"/> Crawl	<input type="checkbox"/> Color vision	<input type="checkbox"/> Sense of taste
<input type="checkbox"/> Reach	<input type="checkbox"/> Stoop	<input type="checkbox"/> Sit	<input type="checkbox"/> Depth perception	<input type="checkbox"/> Sense of touch
<input type="checkbox"/> Run	<input type="checkbox"/> Kneel	<input type="checkbox"/> Turn	<input type="checkbox"/> Hear	<input type="checkbox"/> Finger dexterity
<input type="checkbox"/> Other (specify) _____				

22. Duties of This Worker (check if SIGNIFICANT part of the job)

A. Leadership/Administrative/Managerial Tasks

- ___ Provide leadership
- ___ Develop company policies
- ___ Implement company policies
- ___ Recruit, hire, and terminate personnel
- ___ Specify goals and work tasks of others
- ___ Supervise personnel
- ___ Represent the company at internal functions
- ___ Represent the company at external functions
- ___ Report to a board of directors
- ___ Other (specify) _____

B. Problem Solving/Reasoning Tasks

- ___ Determine own work activities
- ___ Recognize and use appropriate procedures
- ___ Conduct work activities in appropriate sequence
- ___ Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
- ___ Recognize the effects of changing quantity or quality of materials
- ___ Collect and organize information
- ___ Analyze and synthesize information
- ___ Identify alternative approaches/solutions
- ___ Review progress periodically
- ___ Evaluate for accuracy and completeness
- ___ Correct deficiencies
- ___ Summarize and draw conclusions
- ___ Devise new ideas and better work methods
- ___ Other (specify) _____

C. Communication Tasks

- ___ Listen
- ___ Follow intent of oral directions
- ___ Talk
- ___ Speak clearly
- ___ Use appropriate vocabulary and grammar
- ___ Stay on the topic in job-related conversations
- ___ Report accurately what others have said
- ___ Give clear oral instructions and directions
- ___ Explain activities and ideas clearly
- ___ Effectively present information to groups
- ___ Other (specify) _____

D. Writing Tasks

- ___ Copy accurately
- ___ Write legibly
- ___ Complete forms accurately (e.g., invoices, sales slips, requisitions)
- ___ Write sentences in standard English (e.g., spelling, word choice)
- ___ Organize, select, and relate ideas in writing (e.g., correspondence, messages, memos)
- ___ Produce intelligible written documents (e.g., research reports and summaries)
- ___ Identify and correct errors in writing
- ___ Other (specify) _____

E. Reading Tasks

- ___ Identify work-related symbols/signs
- ___ Read simple directions
- ___ Read technical information
- ___ Other (specify) _____

F. Computer Tasks

- ___ Enter data into computers
- ___ Access data from computers
- ___ Perform word processing
- ___ Write programs
- ___ Perform systems analysis
- ___ Other (specify) _____

G. Mathematical Tasks

- ___ Count
- ___ Understand order (e.g., first, second, last)
- ___ Understand concepts of greater than & less than
- ___ Handle basic calculations (+, -, x, /)
- ___ Estimate quantities needed to do a job
- ___ Calculate costs (e.g., interest, discounts, depreciation, prices, taxes)
- ___ Use numerical values from charts, diagrams, tables
- ___ Construct diagrams, charts, records using numerical calculations
- ___ Make and use measurements (standard, metric)
- ___ Use formulas (translating, substituting values)
- ___ Prepare budgets
- ___ Other (specify) _____

H. Manual/Perceptual Tasks

- ___ Eye-hand coordination
- ___ Hand work (e.g., sort, fold, pack)
- ___ Construct, fabricate or assemble materials
- ___ Use job-specific hand tools & equipment (specify) _____
- ___ Operate job-specific power tool(s) (specify) _____
- ___ Set up machine(s) _____
- ___ Operate machines(s) (specify) _____
- ___ Tend machine(s) (specify) _____
- ___ Use keyboard skills _____
- ___ Develop visual presentations (e.g., charting, drawing, illustrating) _____
- ___ Other (specify) _____

I. Other Significant Duties or Job Features Not Covered in Items A through I (describe)

CONSIDERATIONS FOR THIS HANDICAPPED WORKER

23. Limitation(s) of the Employee

A. Personal/Social Limitations

- ☐ Low frustration tolerance
- ☐ Acceptance of supervision
- ☐ Interactions with coworkers
- ☐ Other (specify) _____

C. Academic Limitations

- ☐ Reading
- ☐ Writing
- ☐ Spelling
- ☐ Mathematics
- ☐ Other (specify) _____

E. Physical Limitations

- ☐ Vision
- ☐ Feeling/sensory
- ☐ Handling, fingering
- ☐ Lifting, carrying
- ☐ Pushing, pulling
- ☐ Standing, walking
- ☐ Kneeling, squatting
- ☐ Limited stamina
- ☐ Other (specify) _____

B. Limitations on Work Assignment

- ☐ Cannot work alone
- ☐ Cannot work in a group
- ☐ Other (specify) _____

D. Communicative Limitations

- ☐ Remembering
- ☐ Hearing
- ☐ Speaking
- ☐ Following spoken directions
- ☐ Following written directions
- ☐ Other (specify) _____

F. Health Limitations

- ☐ Chronic pain
- ☐ Allergies
- ☐ Respiratory problems
- ☐ Circulatory problems
- ☐ Other (specify) _____

24. Personal Strengths

Please list the three strengths that are most important to this employee's success in this job.

25. Financial Incentives

Did you receive any financial support for hiring this employee (e.g., targeted jobs tax credit, on-the-job training wage subsidy)? ☐ No ☐ Yes If yes, please describe.

26. Training

A. What is the standard training period for this job? _____ hours _____ days _____ months

B. Was any special training required for this worker after hiring? ☐ No ☐ Yes

If yes, please describe. _____

Who provided this instruction?
(e.g., job coach, supervisor) _____ How often was/is this special training required? _____

Please describe any special training materials used. _____

Does the company recognize completion of this special training? ☐ No ☐ Yes If yes, please indicate.

☐ Grade ☐ Certificate ☐ Entered permanent employment ☐ Wage increase Other _____

29. Job Accommodations Were any accommodations required to maintain this employee on this job? No Yes If yes, please describe below. Estimated Additional \$ Cost & Staff Time

Type of Accommodation	Describe Problem	Describe Solution	Estimated Additional \$ Cost & Staff Time
A. JOB PLACEMENT/FOLLOW-UP (e.g., Job Service, Vocational Rehabilitation)			
B. JOB COACHING (training and support provided by outside agency) . . .			
C. SUPERVISION (e.g., monitoring by a co-worker)			
D. JOB RESTRUCTURING (e.g., sharing jobs, job ladders)			
E. SCHEDULE (e.g., diabetic's frequent meal breaks, Flextime). . . .			
F. JOB TASKS (e.g., sales by phone for mobility impaired) . . .			
G. PERSONAL ASSISTANCE (e.g., health aide, interpreter)			
H. AIDS AND DEVICES (e.g., TTY, Braille typewriter, puff control). .			
I. EQUIPMENT (e.g., lowering bench, oversized knobs or handles).			
J. WORKSITE (e.g., rearranging work area).			
K. BUILDING (e.g., accessible bathroom, ramp).			
L. TRANSPORTATION (e.g., public, private, or family). . .			
M. COUNSELING (e.g., career, financial, or mental health). . . .			
N. OTHER (please specify)			

30. What other factors would help another employer replicate this job for someone with a similar disability?

THANK YOU VERY MUCH FOR YOUR HELP

Appendix B

**YOU CAN HELP US EXPAND
JOB OPPORTUNITIES IN BUSINESS
AND INDUSTRY FOR PERSONS WITH DISABILITIES**

In Two Ways

1. Identify and submit information on a job held by a person with a disability by completing the Job Replication Form. See Appendix A page 195.
2. Identify employers of persons with disabilities by completing the form below.

FILL OUT AND MAIL YOUR JOB REPLICATION FORM AND EMPLOYER FORM TO:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson St.
Madison, WI 53706

or call (608) 263-3415 and give us the information by telephone

Employer Form



REPLICATING JOBS FOR HANDICAPPED PERSONS IN AMERICAN BUSINESS & INDUSTRY

Help us by supplying names of employers of handicapped workers:

1.	_____ COMPANY NAME	_____ ADDRESS	_____ CITY STATE ZIP
		()	
	_____ CONTACT PERSON	_____ TELEPHONE NUMBER	_____ TYPE OF JOB
2.	_____ COMPANY NAME	_____ ADDRESS	_____ CITY STATE ZIP
		()	
	_____ CONTACT PERSON	_____ TELEPHONE NUMBER	_____ TYPE OF JOB
Your Name & Phone Number:			_____ ()
Your address, city, state, zip: _____			

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Jobs: replicating
jobs in business
and industry for
persons with

DATE DUE			

AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011

